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THE CHARACTERISTICS OF STUDENTS IN
ALBERTA PUBLIC JUNIOR COLLEGES



BY

ALEX BLAKE LETTS

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled THE CHARACTERISTICS OF STUDENTS IN ALBERTA PUBLIC JUNIOR COLLEGES submitted by Alex Blake Letts in partial fulfillment of the requirements for the degree of Master of Education

ABSTRACT

The purpose of this study was to examine selected characteristics of full-time day students attending the Public Junior Colleges in Alberta.

Examination of the data collected revealed that the majority of students were enrolled in a university program. Most of the students were Alberta residents. In addition most of them lived within 100 miles of the college they attended. There were more males than females in total attending the colleges. However, at two of the colleges, females slightly outnumbered males. The majority of the students were between eighteen and twenty years of age and had completed grade twelve of the high school program.

The major portion of the students attending the Public Junior Colleges had attended a high school having 400 or more students, had taken a matriculation program in high school, and a considerable number met university entrance requirements.

Over 80 per cent of the students surveyed were single and about three-quarters of the students were not employed at the time of the survey.

There was a wide variation in the estimated cost of the year's attendance at college with some students estimating their costs at less than \$750 whereas others estimated their cost as being over \$1500.

Almost one-half of the students who did not possess a high school diploma indicated that they had ninety-five credits or more.

About 80 per cent of the students indicated that they were in the first year of their program.

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TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION AND PROCEDURE	1
	Introductory Statement	1
	Statement of the Problem	3
	Importance of the Study.	5
	Definitions of Terms Used.	6
	Board of Post-Secondary Education.	6
	Diplomate.	7
	Full-time Day Student.	7
	Matriculant.	7
	Public Junior College.	7
	Delimitations of the Study	7
	The Inventory.	7
	Format	8
	Sources of Inventory Items	8
	Revision of the Inventory.	8
	Method of Administering the Inventory.	9
	Returns.	10
	Treatment of the Data.	10
	Computer Program	10
II.	RELATED STUDIES.	11
III.	ANALYSIS OF DATA AND DISCUSSION OF FINDINGS IN	
	TERMS OF COLLEGE AND COLLEGE PROGRAM	15
	Analysis of the Data	15
	Introduction	15

CHAPTER	PAGE
Distribution by Program	16
Distance of Permanent Residence	20
Sex of the Students	23
Age of the Students	26
Last School Grade Completed	30
Size of Last High School Attended	41
Type of High School Program Taken by	
Diplomates.	47
High School Academic Qualifications	53
Summary	59
Discussion of the Findings.	59
Distribution by Program	59
Distance of Permanent Residence	60
Sex of the Students	62
Age of the Students	62
Last School Grade Completed	64
Size of Last High School Attended	64
Type of High School Program Taken by	
Diplomates.	65
High School Academic Qualifications	65
IV. ANALYSIS OF DATA AND DISCUSSION OF FINDINGS IN	
TERMS OF COLLEGE AND SEX OF THE STUDENTS. . .	67
Analysis of the Data.	67
Introduction.	67
Distribution by Sex	67

CHAPTER	PAGE
Place of Present Residence	69
Age of the Students.	70
Marital Status	72
Estimated Cost of Attendance	72
High School Credits Possessed by	
Non-diplomates	75
Length of College Program.	75
Year of Program in which Student is Now	
Registered	77
Summary.	80
Discussion of the Findings	81
Distribution by Sex.	81
Place of Present Residence	81
Age of the Students.	82
Marital Status	83
Estimated Cost of Attendance	83
High School Credits Possessed by	
Non-Diplomates	84
Length of College Program.	85
Year of Program in which Student is Now	
Registered	85
V. ANALYSIS OF DATA AND DISCUSSION OF FINDINGS	
IN TERMS OF COLLEGE AND AGE OF THE	
STUDENTS	86
Analysis of the Data	86

CHAPTER	PAGE
Introduction	86
Distribution by Age.	86
Employment Status.	87
Last School Grade Completed.	92
Summary.	92
Discussion of the Findings	99
Distribution by Age.	99
Employment Status.	99
Last School Grade Completed.	100
VI. SUMMARY, CONCLUSIONS, IMPLICATIONS AND	
RECOMMENDATIONS.	102
Summary.	102
The Problem.	102
The Procedure.	102
The Findings	102
Conclusions and Implications	104
Recommendations for Further Study.	106
BIBLIOGRAPHY	108
APPENDIX	110

LIST OF TABLES

TABLE		PAGE
I.	Lethbridge Junior College: Distribution of Students According to Distance From Permanent Residence and College Program.	17
II.	Medicine Hat Junior College: Distribution of Students According to Distance From Permanent Residence and College Program.	18
III.	Mount Royal Junior College: Distribution of Students According to Distance From Permanent Residence and College Program.	19
IV.	Red Deer Junior College: Distribution of Students According to Distance From Permanent Residence and College Program.	21
V.	Grande Prairie Junior College: Distribution of Students According to Distance From Permanent Residence and College Program.	22
VI.	Lethbridge Junior College: Distribution of Students According to Sex and College Program.	24
VII.	Medicine Hat Junior College: Distribution of Students According to Sex and College Program.	25
VIII.	Mount Royal Junior College: Distribution of Students According to Sex and College Program.	27

TABLE

PAGE

IX.	Red Deer Junior College: Distribution of Students According to Sex and College Program.	28
X.	Grande Prairie Junior College: Distribution of Students According to Sex and College Program.	29
XI.	Lethbridge Junior College: Distribution of Students According to Age and College Program.	31
XII.	Medicine Hat Junior College: Distribution of Students According to Age and College Program.	32
XIII.	Mount Royal Junior College: Distribution of Students According to Age and College Program.	33
XIV.	Red Deer Junior College: Distribution of Students According to Age and College Program.	34
XV.	Grande Prairie Junior College: Distribution of Students According to Age and College Program.	35
XVI.	Lethbridge Junior College: Distribution of Students According to Last School Grade Completed and College Program.	36

TABLE

PAGE

XVII.	Medicine Hat Junior College: Distribution of Students According to Last School Grade Completed and College Program.	37
XVIII.	Mount Royal Junior College: Distribution of Students According to Last School Grade Completed and College Program.	38
XIX.	Red Deer Junior College: Distribution of Students According to Last School Grade Completed and College Program.	39
XX.	Grande Prairie Junior College: Distribution of Students According to Last School Grade Completed and College Program.	40
XXI.	Lethbridge Junior College: Distribution of Students According to Size of Last High School Attended and College Program.	42
XXII.	Medicine Hat Junior College: Distribution of Students According to Size of Last High School Attended and College Program.	43
XXIII.	Mount Royal Junior College: Distribution of Students According to Size of Last High School Attended and College Program.	44
XXIV.	Red Deer Junior College: Distribution of Students According to Size of Last High School Attended and College Program.	45

TABLE

PAGE

XXV.	Grande Prairie Junior College: Distribution of Students According to Size of Last High School Attended and College Program.	46
XXVI.	Lethbridge Junior College: Distribution of Students According to Type of High School Program Taken by Diplomates and College Program.	48
XXVII.	Medicine Hat Junior College: Distribution of Students According to Type of High School Program Taken by Diplomates and College Program.	49
XXVIII.	Mount Royal Junior College: Distribution of Students According to Type of High School Program Taken by Diplomates and College Program.	50
XXIX.	Red Deer Junior College: Distribution of Students According to Type of High School Program Taken by Diplomates and College Program.	51
XXX.	Grande Prairie Junior College: Distribution of Students According to Type of High School Program Taken by Diplomates and College Program.	52

TABLE

PAGE

XXXI.	Lethbridge Junior College: Distribution of Students According to High School Academic Qualifications and College Program.	54
XXXII.	Medicine Hat Junior College: Distribution of Students According to High School Academic Qualifications and College Program.	55
XXXIII.	Mount Royal Junior College: Distribution of Students According to High School Academic Qualifications and College Program.	56
XXXIV.	Red Deer Junior College: Distribution of Students According to High School Academic Qualifications and College Program.	57
XXXV.	Grande Prairie Junior College: Distribution of Students According to High School Academic Qualifications and College Program.	58
XXXVI.	Distribution of Students According to College, Place of Present Residence, and Sex	68
XXXVII.	Distribution of Students According to College, Age, and Sex.	71
XXXVIII.	Distribution of Students According to College, Marital Status, and Sex	73
XXXIX.	Distribution of Students According to College, Estimated Cost of Attendance, and Sex	74
XL.	Distribution of Students According to College, High School Credits Possessed by Non- diplomates, and Sex	76

TABLE

PAGE

XL I.	Distribution of Students According to College, Length of College Program, and Sex.	78
XL II.	Distribution of Students According to College, Year of Program in Which Now Registered, and Sex	79
XL III.	Lethbridge Junior College: Distribution of Students According to Employment Status and Age	88
XL IV.	Medicine Hat Junior College: Distribution of Students According to Employment Status and Age	89
XL V.	Mount Royal Junior College: Distribution of Students According to Employment Status and Age	90
XL VI.	Red Deer Junior College: Distribution of Students According to Employment Status and Age	91
XL VII.	Grande Prairie Junior College: Distribution of Students According to Employment Status and Age	93
XL VIII.	Lethbridge Junior College: Distribution of Students According to Last School Grade Completed and Age	94
XL IX.	Medicine Hat Junior College: Distribution of Students According to Last School Grade Completed and Age	95

TABLE

PAGE

L.	Mount Royal Junior College: Distribution of Students According to Last School Grade Completed and Age	96
LI.	Red Deer Junior College: Distribution of Students According to Last School Grade Completed and Age	97
LII.	Grande Prairie Junior College: Distribution of Students According to Last School Grade Completed and Age	98

CHAPTER I

INTRODUCTION AND PROCEDURE

I. INTRODUCTORY STATEMENT

There is in Alberta at the present time a definite trend to increased numbers of students completing grade twelve either as matriculants or diplomates. The 1967 Annual Report of the Alberta Department of Education shows that in the years 1965, 1966 and 1967, the number of diplomates was 11,310, 14,535 and 15,221 respectively. During the corresponding period the number of matriculants was 4,588 in 1965, 5,392 in 1966 and 6,886 in 1967.¹ It is doubtful if the increase in the number of graduates from Alberta high schools is due to any one factor, but this increase is very possibly accounted for by such factors as increased population, higher retention rates in schools, recognition of the value of further education, changes in requirements for diplomas and matriculation, and pressure of the business community. As a result, there is a need for different types of facilities so that these graduates can further equip themselves to become knowledgeable and productive members of our society. This concept is suggested by Medsker when he states that, "without doubt one of the forces is the growing belief that educational opportunities beyond high school must be equalized."²

¹Province of Alberta, Annual Report of the Department of Education (Edmonton: Queen's Printer, 1968), p. 73.

²L. L. Medsker, The Junior College: Progress and Prospect (Toronto: McGraw-Hill Book Company, Inc., 1960), p. 17.

At the present time there are several types of educational institutions which are trying to cope with the increased numbers of high school graduates who wish to further their educational preparation. According to a study conducted by Stewart in 1965:

The primary purpose of post-secondary institutions must be to extend post-school educational opportunities to young people who, having completed the programs of the schools, do not, either by choice or by failure to meet the required conditions, go on to university. The purpose is to provide a valid alternative to university education for these young people. The institutions may provide a 'second chance' for students not initially qualified to enter university studies. The new institutions may also provide programs which will advance the education of students who will proceed to university.³

Among the post-secondary institutions in Alberta are found the Universities (three), Public Junior Colleges (five), Private Junior Colleges (one), Institutes of Technology (two) and Agricultural and Vocational Colleges (three). However, it is difficult to determine the extent to which these various institutions are providing the necessary educational opportunities for high school graduates. Also it is difficult to determine accurately just which students are taking advantage of these opportunities.

A recent study by Farquhar⁴ of Junior Colleges in Alberta has shown that approximately 63 per cent of the 1965-66 grade twelve enrollment did not continue full-time formal education during the

³Andrew Stewart, Special Study on Junior Colleges (Edmonton: Queen's Printer, 1966), p. 15.

⁴Hugh E. Farquhar, "The Role of the College in the System of Higher Education in Alberta" (Unpublished Doctoral thesis, University of Alberta, Edmonton, 1967), p. 141.

following year. However, there are no readily available statistics to show what happened to these students. This study included only students registered in grade twelve in Alberta high schools, and did not account for those who left school in grade eleven, ten or earlier. Some of the educational institutions mentioned previously do accept students without a high school diploma, but it is not accurately known what happens to a very large proportion of students in the high school age bracket of approximately fifteen to twenty years.

II. STATEMENT OF THE PROBLEM

This study sought to examine selected characteristics of students attending the five Public Junior Colleges in Alberta in terms of the college they were attending, the type of program in which they were enrolled, their sex and age.

The characteristics which were examined in terms of the program in which the students were enrolled included the following:

- (1) Distance of permanent residence from the city in which the college was located.
- (2) Sex.
- (3) Age.
- (4) Last school grade completed.
- (5) Size of last high school attended.
- (6) Type of high school program taken by diplomates
- (7) High school academic qualifications.

The characteristics which were examined in terms of the sex of the students included the following:

- (1) Place of present residence.
- (2) Age.
- (3) Marital status.
- (4) Estimated cost of attendance.
- (5) High school credits possessed by non-diplomates.
- (6) Length of college program.
- (7) Year of the program in which the student was registered.

The characteristics which were examined in terms of the age of the students included the following:

- (1) Employment status.
- (2) Last school grade completed.

The 1959 Report of the Royal Commission on Education in Alberta⁵ recommended a decentralization of vocational and trade programs and their re-establishment in community colleges. It also recommended that a committee be established to create a master plan of regions in which these colleges could be established.

Recently a Board of Post-Secondary Education has been established in Alberta to try to coordinate the activities of the various post-secondary educational institutions in the province. If this Board is to fulfill its purpose, various types of information will be needed in order for it to make decisions compatible with the post-secondary educational needs of Alberta youth.

⁵Report of the Royal Commission on Education in Alberta (Edmonton: Queen's Printer, 1959), pp. 154, 159.

The specific purpose of this study was to attempt to gain some necessary information about the characteristics of students who were attending the five Public Junior Colleges in Alberta. There is at present some statistical information about students in the Junior Colleges. As stated earlier it is necessary to have a detailed picture of the students in the Junior Colleges in order to determine if the present facilities and programs are serving post-secondary educational needs.

III. IMPORTANCE OF THE STUDY

Fields claims that "all those who have the desire and who have the ability to profit by attending, and for whom the community college can provide appropriate programs of study" should attend.⁶ This principle could possibly be applied in Alberta so that post-secondary educational services could be available to anyone who had the ability to profit by attendance.

It has been suggested by Medsker⁷ that there is need for democratization of educational opportunity which would make it possible for students to enter some type of institution when their high school academic backgrounds might not permit their entrance into university because they are unable to meet admission standards. Furthermore,

⁶Ralph R. Fields, The Community College Movement (New York: McGraw-Hill Book Company, Inc., 1962), p. 277.

⁷Medsker, op. cit., p. 21.

according to Stewart⁸ the general problem is to make the necessary modifications or additions to the total educational system in order to provide for the varied needs of post-secondary students.

It is possible that, by pointing out the characteristics of students who were in attendance at the junior colleges, one could uncover segments of the population whose post-secondary educational needs were not being met by the existing colleges. Furthermore, information obtained on the distance students have come to the colleges could be of value in determining if new colleges were needed, where they should be located if they were needed and methods which could be used to finance present and future colleges.

The examination of the data concerning the educational backgrounds, ages, and types of programs taken by the students who were attending the colleges could be of value in helping to determine the need for new and diversified courses and more flexible entrance requirements in the colleges. Also the information collected may be useful in determining if facilities and course offerings at the colleges were being provided equitably for male and female students.

IV. DEFINITIONS OF TERMS USED

Board of Post-Secondary Education

A board, composed of members appointed by the Minister of Education to advise him on all matters related to the work of the junior colleges

⁸Stewart, op. cit., p. 11.

and to make recommendations on provincial needs in the post-secondary field.

Diplomate

A student who obtains full grade twelve graduation standing with certain credit requirements in the Alberta school system.

Full-Time Day Student

For the purpose of this study a full-time day student was regarded as a student who attended one of the five Public Junior Colleges taking classes on a full-time basis as defined by the college he attended.

Matriculant

A student in the Alberta school system who successfully completes the grade twelve program and satisfies the additional requirements for entry into the provincial universities.

Public Junior College

An institution established pursuant to the Public Junior Colleges Act of Alberta.

V. DELIMITATIONS OF THE STUDY

This study was limited to a survey of full-time day students who were attending the five Public Junior Colleges in Alberta. A further delimitation was that not all of the possible student characteristics were examined.

VI. THE INVENTORY

The inventory which appears in the Appendix was the instrument

used in the collection of the data. Since no suitable instrument was found for the purpose of this study it was required that an instrument be constructed.

Format

Factors considered in planning the format were that the inventory should be simple to complete and that data should be easily transferable to IBM data cards for computer processing. Hence the question format involved multiple choice items.

The inventory was divided into three sections. The first section dealt with the personal characteristics of the students. The second section was concerned with gathering information about the post-secondary educational characteristics of the students, and the third section of the inventory dealt with the future plans of the students.

Sources of Inventory Items

Items used in the inventory were formulated on the basis of information deemed as important to the field of post-secondary education and included questions or modifications of questions found in similar studies.

In addition, items were included in the inventory as requested by officials from the institutions in which the inventory was to be administered in order to provide them with specific information to meet their own needs.

Revision of the Inventory

When the inventory approached what appeared to be a final form it was submitted to officials from the office of the Board of Post-Secondary Education, and the five Public Junior Colleges in Alberta

for suggestions and revisions. Since the inventory was also administered to the full-time day students at the three Agricultural and Vocational Colleges and the two Institutes of Technology in Alberta, officials from these institutions were also asked to make suggestions, additions and revisions. After these officials had examined the inventory and had made suggestions for its improvement, revisions were made in order to give clarity and validity to the questions in the inventory.

Method of Administering the Inventory

Contacts were made with the Junior Colleges through the office of the Board of Post-Secondary Education, seeking permission to conduct the study within their institutions. A request was also made for the total number of full-time students enrolled in day classes, so that these totals could be compared with the number of inventories that were returned.

The confidential nature of the study was emphasized, as no personal identification of any kind was called for on the inventories.

During March and the early part of April the inventories were sent to the institutions. In addition, each institution received a separate envelope containing a sample of the documents that were sent to the institution. A set of directions for the administration of the inventory was sent to each official administering the inventory. A copy of this sheet is included with the inventory in the Appendix of this study. Answer sheets were also included with the inventories, and a sample answer sheet is included in the Appendix as well.

Returns

A final count showed that 1518 students in attendance at the five Public Junior Colleges returned completed answer sheets. According to the information received from the officials at the Junior Colleges, the total number of full-time day students was 2174. This gave a 69.8 per cent return.

VII. TREATMENT OF THE DATA

The data collected on the answer sheets were transferred to IBM data cards for computer processing.

Computer Program

A cross-tabulation computer program was used to tabulate selected characteristics in terms of college, college program, sex and age. The answers given by the respondents for each inventory item were compiled in terms of the number of respondents making each choice. The total number of choices in each category of each item was then transformed into a percentage of the total number of respondents.

The total number of responses differs for each inventory item because not all respondents completed every item, and because the computer program rejected all invalid or spoiled answers.

CHAPTER II

RELATED STUDIES

There appear to be few studies of student characteristics in Canadian junior colleges, possibly because the college is a relatively recent type of post-secondary educational institution in Canada. However, quite a number of studies on junior college students have been carried out in the United States. The Center for the Study of Higher Education in Berkeley, California has carried out several investigations of junior college students as reported by Medsker.¹ In his book, The Junior College: Progress and Prospect, Medsker reported various types of descriptive data about the junior college student.² Included in the data were such characteristics as academic aptitude, socio-economic background, age range, educational background, marital status, and sex. As a result of these studies, he suggested several possible implications. Some of these are:

The diversity of programs in the junior college must provide opportunity for the widely varying levels of ability.

Counselling services are of special importance.

Each college should accumulate a body of facts about its own student body which will serve as a guideline for educational policies and procedures.

New types of data are needed, particularly on the motivation of students of varying abilities from lower social groups.³

¹Medsker, op. cit., Chapter 2.

²Ibid.

³Ibid., p. 50.

Another study has been reported by Metcalf⁴ on Community College Student Characteristics in the State of Washington. This report was part of a two-year study on student attrition in the colleges and focused on full-time students. It gave a description of these students in terms of sex, age, type of program, residence, distance from college, high school attendance and future plans.

Two other United States studies of student characteristics in junior colleges examined similar characteristics to those described by Metcalf. These studies were conducted by Astin⁵ and a somewhat similar study by Panos and Astin⁶ about a year later.

There have been some studies conducted in Alberta recently dealing with various aspects of the junior college, but these were not limited to information about students. A study by Loken⁷ in 1965 and another by Farquhar⁸ in 1967 gave some information about students attending Alberta

⁴Alan W. Metcalf, Community College Student Characteristics (Prepared under supervision of the State Office of Public Instruction, Olympia, Wash., Research Report 01-05, April, 1965).

⁵Alexander W. Astin, "Trends in the Characteristics of Entering College Students, 1961-65," in Research On Academic Input (Association for Institutional Research, 1966), p. 99.

⁶Robert J. Panos and Alexander W. Astin, "They Went to College: A Descriptive Summary of the Class of 1965," in The Instructional Process and Institutional Research (Association for Institutional Research, 1967), p. 85.

⁷Gulbrand Loken, "An Analysis of the Junior College in Alberta: Progress, Program and Prospect" (Unpublished Master's thesis, University of Alberta, Edmonton, 1965).

⁸Farquhar, op. cit.

Junior Colleges. There was some information on enrollments, geographical distribution, programs and academic background, but no attempt was made to give a comprehensive description of the students.

A recent monograph prepared in 1967 by Fisher⁹ included a section which gave a comprehensive review of the literature about students in the United States. Fisher describes such characteristics as student age, ability, sex, marital status and socio-economic status. There are several conclusions which he feels are justified and these include the following:

There is an increase in the number of full-time students over twenty years of age attending junior college.

Considering total full-time enrollments at the junior colleges, the ratio of male to female is about three to one.

About one-fifth of the full-time students at junior colleges are married.

About 70 per cent of the full-time junior college students hold full or part-time jobs while attending college.¹⁰

He further maintains that little information is available concerning Canadian junior college students. However, Fisher does state that "it likely can be assumed that in the comprehensive junior colleges which exist, the students are comparable to those in similar institutions in the United States."¹¹

As a result of the examination of related studies of student characteristics, it appeared that the characteristics selected for this

⁹Grant L. Fisher, The Community College (The Department of Educational Administration, University of Calgary, June, 1967), Chapter 4.

¹⁰Ibid., p. 40.

¹¹Ibid., p. 41.

study were very similar to those which had been examined elsewhere.

Furthermore, a description of the students in the colleges seemed to be a necessary preliminary step to making further decisions about programs and facilities in the area of post-secondary education in Alberta.

CHAPTER III

ANALYSIS OF DATA AND DISCUSSION OF FINDINGS IN TERMS OF COLLEGE AND COLLEGE PROGRAM

I. ANALYSIS OF THE DATA

Introduction

The data obtained on the distribution of students in the five Public Junior Colleges in terms of the college program and selected characteristics of the students are shown in Tables I to XXXV. These tables are arranged so that each group of five shows the distribution for the five colleges according to program and one of the selected characteristics which was examined. This chapter is divided into two sections. The first section gives a general overview of the distribution of the students according to program and then describes the distribution according to each of the selected characteristics, whereas the second section contains a discussion of the findings. The seven student characteristics being examined in terms of college program are:

1. Distance of permanent residence from the city in which the college is located (Tables I - V).
2. Sex (Tables VI - X).
3. Age (Tables XI - XV).
4. Last school grade completed (Tables XVI - XX).
5. Size of last high school attended (Tables XXI - XXV).
6. Type of high school program taken by diplomates (Tables XXVI - XXX).

7. High School academic qualifications (Tables
XXXI - XXXV).

Distribution by Program

The programs offered by the five colleges varied considerably with some concentrating on the vocational or high school programs, others on the university program, and at least one having a considerable number in each program.

The data presented in Table I show that the Lethbridge Junior College students were concentrated in two main programs, high school and vocational. Almost one-quarter of the students (24.6%) were in the high school only program and over one-half (56.1%) of the students were in the vocational program. There were, however, forty-two out of the 346 who responded to the inventory, who said they were in some program other than those mentioned in the inventory. These students made up 12.1 per cent of the total.

Upon examination of Table II, which shows the Medicine Hat Junior College distribution, almost the opposite situation appears with over one-half (55.9%) of the students registered in the university program and another 23.4 per cent registered in the combined high school and university program.

Table III shows the distribution of students at Mount Royal Junior College, where the greatest numbers of students were enrolled in the university program (46.4%) and the high school only, program (23.5%). However, there were 107 out of the 788 students who were in a program not covered by those listed in the inventory.

TABLE I

LETHBRIDGE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO DISTANCE FROM PERMANENT
RESIDENCE, AND COLLEGE PROGRAM

College Program	Distance of Permanent Residence from City in which College is Located					Total	Percentage
	Within This City	1 to 25 miles	26 to 100 miles but in Alberta	Over 100 miles but in Alberta	Outside Alberta		
High School Only	42	16	21	1	5	85	24.6
Partial High School and Partial University	7	2	8	1	0	18	5.2
University Only	4	2	1	0	0	7	2.0
Vocational	76	41	64	8	5	194	56.1
Other	25	6	10	0	1	42	12.1
Total	154	67	104	10	11	346	
Percentage	44.5	19.4	30.1	2.9	3.2		100.0

TABLE II

MEDICINE HAT JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO DISTANCE FROM PERMANENT
RESIDENCE, AND COLLEGE PROGRAM

College Program	Distance of Permanent Residence from City in which College is Located						Total	Percentage
	Within This City	1 to 25 miles	26 to 100 miles but in Alberta	Over 100 miles but in Alberta	Outside Alberta			
High School Only	3	0	0	0	0		3	2.7
Partial High School and Partial University	14	2	4	4	2		26	23.4
University Only	43	11	6	2	0		62	55.9
Vocational	8	0	1	1	2		12	10.8
Other	7	1	0	0	0		8	7.2
Total	75	14	11	7	4		111	
Percentage	67.6	12.6	9.9	6.3	3.6			100.0

TABLE III

MOUNT ROYAL JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO DISTANCE FROM PERMANENT
RESIDENCE, AND COLLEGE PROGRAM

College Program	Distance of Permanent Residence from City in which College is Located					Total	Percentage
	Within This City	1 to 25 miles	26 to 100 miles but in Alberta	Over 100 miles but in Alberta	Outside Alberta		
High School Only	109	11	19	15	31	185	23.5
Partial High School and Partial University	40	2	4	14	11	71	9.0
University Only	187	11	24	68	76	366	46.4
Vocational	28	4	6	12	9	59	7.5
Other	51	5	13	19	19	107	13.6
Total	415	33	66	128	146	788	
Percentage	52.7	4.2	8.4	16.2	18.5		100.0

The other two junior colleges, Red Deer and Grande Prairie, tended to have their students clustered in the university program, with 96.4 per cent and 83.5 per cent respectively, found in this category as indicated in Tables IV and V.

Distance of Permanent Residence

Almost one-half (44.5%) of the respondents enrolled at Lethbridge lived within the city, as shown in Table I, page 17. The majority of the remaining students lived within one hundred miles and were Alberta residents. Thus 95.0 per cent of the students who responded lived within one hundred miles of the college and only eleven students indicated that their permanent residences were outside Alberta.

A somewhat similar situation existed at Medicine Hat where 67.6 per cent of the students surveyed lived within the city and 90.0 per cent within one hundred miles. This information is summarized in Table II on page 18.

Table III, page 19, shows the Mount Royal Junior College distribution which was considerably different from the others. Just over one-half (52.7%) of the students responding indicated that they lived in Calgary, but 146 of the 788 (18.5%) said they came from outside Alberta and another 128 (16.2%) said their permanent home was more than one hundred miles from Calgary. This showed that over one-third of the students at Mount Royal College came from a considerable distance.

The distribution of students at Red Deer Junior College was again considerably different as shown by Table IV, page 21. About one-third of the students lived in Red Deer, and forty-four out of the 112 or 39.3 per cent came from distances of twenty-five to one hundred miles

TABLE IV

RED DEER JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO DISTANCE FROM PERMANENT
RESIDENCE, AND COLLEGE PROGRAM

College Program	Distance of Permanent Residence from City in which College is Located						Total	Percentage
	Within This City	1 to 25 miles	26 to 100 miles but in Alberta	Over 100 miles but in Alberta	Outside Alberta			
High School Only	1	0	0	0	0		1	0.9
Partial High School and Partial University	1	0	0	0	1		2	1.8
University Only	35	19	44	7	3		108	96.4
Vocational	1	0	0	0	0		1	0.9
Other	0	0	0	0	0		0	0.0
Total	38	19	44	7	4		112	
Percentage	33.9	17.0	39.3	6.2	3.6			100.0

TABLE V

GRANDE PRAIRIE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO DISTANCE FROM PERMANENT
RESIDENCE, AND COLLEGE PROGRAM

College Program	Distance of Permanent Residence from City in which College is Located					Total	Percentage
	Within This City	1 to 25 miles	26 to 100 miles but in Alberta	Over 100 miles but in Alberta	Outside Alberta		
High School Only	7	0	0	0	0	7	8.9
Partial High School and Partial University	1	0	1	1	0	3	3.8
University Only	20	10	23	13	0	66	83.5
Vocational	0	0	0	0	0	0	0.0
Other	2	0	0	0	1	3	3.8
Total	30	10	24	14	1	79	
Percentage	38.0	12.7	30.4	17.7	1.3		100.0

away. Only four students said they were from outside Alberta.

A total of fourteen students at Grande Prairie Junior College came from more than one hundred miles away. This figure, shown in Table V, page 22, accounted for 17.7 per cent of the students at the college, who responded to this item. Thirty-eight per cent of the students lived within the city of Grande Prairie and only one student came from outside the province of Alberta. Since most of the respondents in the five colleges lived within one hundred miles of the college they attended, questions concerning location and financing of junior colleges must be answered. Several possible implications of the findings are discussed in the second section of this chapter.

Sex of the Students

The distribution of the students according to sex and program is found in Tables VI to X. At the Lethbridge college, the ratio of males to females was about three to two (61.7% males to 38.3% females) as indicated in Table VI. There was, however, a wide variation when the males and females were compared in the two main programs, vocational and high school only. There were 101 males and ninety-six females in the vocational program or about a one to one ratio whereas in the high school program there were sixty-two males and twenty-three females, or a ratio of over two to one.

Table VII, page 25, showing the distribution at Medicine Hat indicates that there were sixty-one males and forty-nine females, or 55.5 per cent males and 44.5 per cent females. The number of males taking some high school was much greater than the number of females, whereas the figures for the university only, program indicated a fairly

TABLE VI

LETHBRIDGE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO SEX AND COLLEGE PROGRAM

College Program	Sex			
	Male	Female	Total	Percentage
High School Only	62	23	85	24.3
Partial High School and Partial University	15	4	19	5.4
University Only	7	0	7	2.0
Vocational	101	96	197	56.3
Other	31	11	42	12.0
Total	216	134	350	
Percentage	61.7	38.3		100.0

TABLE VII

MEDICINE HAT JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO SEX AND COLLEGE PROGRAM

College Program	Sex			
	Male	Female	Total	Percentage
High School Only	3	0	3	2.7
Partial High School and Partial University	19	6	25	22.7
University Only	33	30	63	57.3
Vocational	3	9	12	10.9
Other	3	4	7	6.4
Total	61	49	110	
Percentage	55.5	44.5		100.0

even distribution. However, of the twelve students in the vocational program, nine were female and only three were male.

The ratio of males to females in the high school only program was almost three to one at Mount Royal. Also, the ratio was about two to one, males to females, in the university only program. However, Table VIII shows that there were far more females than males in the vocational program and in other programs not listed in the table. The overall enrollment at Mount Royal Junior College showed that there were 57.8 per cent males and 42.2 per cent females who responded to the inventory.

There were almost equal numbers of males and females at Red Deer Junior College as indicated in Table IX, and they were to be found mainly in the university program. The table shows 49.1 per cent males and 50.9 per cent females. A comparison of the numbers of males and females at Grande Prairie Junior College showed that there was a preponderance of females in attendance. Seventy-nine students responded to this item and Table X shows that forty-six or 58.2 per cent were females as compared to thirty-three or 41.8 per cent males. Again, they were concentrated in the university program.

Age of the Students

The examination of data presented in Tables XI to XV indicates that there are similarities in distribution according to age throughout the five colleges. The age group of eighteen to twenty years had the largest number of students in every college with the age range of twenty-one to twenty-five years being the next largest group in each college. When the two age ranges were combined, the percentage of students in

TABLE VIII

MOUNT ROYAL JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO SEX AND COLLEGE PROGRAM

College Program	Sex			
	Male	Female	Total	Percentage
High School Only	132	54	186	23.5
Partial High School and Partial University	49	22	71	9.0
University Only	247	125	372	46.9
Vocational	5	54	59	7.4
Other	25	80	105	13.2
Total	458	335	793	
Percentage	57.8	42.2		100.0

TABLE IX

RED DEER JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO SEX AND COLLEGE PROGRAM

College Program	Sex			
	Male	Female	Total	Percentage
High School Only	1	0	1	0.9
Partial High School and Partial University	1	1	2	1.7
University Only	54	58	112	96.6
Vocational	1	0	1	0.9
Other	0	0	0	0.0
Total	57	59	116	
Percentage	49.1	50.9		100.0

TABLE X

GRANDE PRAIRIE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO SEX AND COLLEGE PROGRAM

College Program	Sex			
	Male	Female	Total	Percentage
High School Only	4	3	7	8.9
Partial High School and Partial University	1	2	3	3.8
University Only	26	40	66	83.5
Vocational	0	0	0	0.0
Other	2	1	3	3.8
Total	33	46	79	
Percentage	41.8	58.2		100.0

this group varied from a low of 79.3 per cent at Lethbridge Junior College (Table XI) to a high of 89.9 per cent at Mount Royal Junior College (Table XIII).

According to Table XI, forty-seven of the 348 students at Lethbridge Junior College were over thirty years of age. They made up 13.5 per cent of the total enrollment shown in the table and were mainly, as expected, in the high school only and vocational programs. There were thirty-one students over thirty years of age at Mount Royal, but they made up only 3.9 per cent of the enrollment shown in Table XIII. All of the colleges had a few students who were seventeen years of age or under, but they constituted only a small percentage at any of the colleges.

Last School Grade Completed

Tables XVI to XX show the distribution of students in the colleges according to the last school grade completed. In all colleges, the majority of the students had completed grade twelve. Table XVI shows that 68.2 per cent of the students had completed grade twelve at Lethbridge whereas a much higher percentage was noted for this category at Medicine Hat and Mount Royal. Tables XVII and XVIII show that 84.7 per cent had completed grade twelve at Medicine Hat and 82.8 per cent at Mount Royal. At the other two colleges, almost all the students said they had completed grade twelve as shown in Tables XIX and XX where 97.4 per cent of the Red Deer students and 93.6 per cent of the Grande Prairie students appeared in this category.

In every college except Lethbridge, over 90.0 per cent of the students had completed at least grade eleven. Very few students

TABLE XI

LETHBRIDGE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO AGE AND COLLEGE PROGRAM

College Program	Age						Total	Percentage
	17 or Under	18 to 20	21 to 25	26 to 30	Over 30			
High School Only	3	35	13	13	20		84	24.1
Partial High School and Partial University	0	11	4	0	3		18	5.2
University Only	0	4	2	0	1		7	2.0
Vocational	6	138	34	1	18		197	56.6
Other	0	28	7	2	5		42	12.1
Total	9	216	60	16	47		348	
Percentage	2.6	62.1	17.2	4.6	13.5			100.0

TABLE XII

MEDICINE HAT JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO AGE AND COLLEGE PROGRAM

College Program	Age						Total	Percentage
	17 or Under	18 to 20	21 to 25	26 to 30	Over 30			
High School Only	0	1	2	0	0		3	2.7
Partial High School and Partial University	0	23	3	0	0		26	23.2
University Only	4	54	4	0	1		63	56.3
Vocational	0	4	2	4	2		12	10.7
Other	0	2	2	3	1		8	7.1
Total	4	84	13	7	4		112	
Percentage	3.6	75.0	11.6	6.2	3.6			100.0

TABLE XIII

MOUNT ROYAL JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO AGE AND COLLEGE PROGRAM

College Program	Age						Total	Percentage
	17 or Under	18 to 20	21 to 25	26 to 30	Over 30			
High School Only	7	118	38	10	13		186	23.5
Partial High School and Partial University	1	43	19	4	4		71	9.0
University Only	6	206	133	16	9		370	46.7
Vocational	1	43	10	2	3		59	7.4
Other	0	89	14	2	2		107	13.5
Total	15	499	214	34	31		793	
Percentage	1.9	62.9	27.0	4.3	3.9			100.0

TABLE XIV

RED DEER JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO AGE AND COLLEGE PROGRAM

College Program	Age						Total	Percentage
	17 or Under	18 to 20	21 to 25	26 to 30	Over 30			
High School Only	1	0	0	0	0		1	0.9
Partial High School and Partial University	0	1	0	0	1		2	1.7
University Only	10	86	10	4	1		111	96.5
Vocational	0	1	0	0	0		1	0.9
Other	0	0	0	0	0		0	0.0
Total	11	88	10	4	2		115	
Percentage	9.6	76.5	8.7	3.5	1.7			100.0

TABLE XV

GRANDE PRAIRIE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO AGE AND COLLEGE PROGRAM

College Program	Age						Total	Percentage
	17 or Under	18 to 20	21 to 25	26 to 30	Over 30			
High School Only	0	5	2	0	0		7	8.9
Partial High School and Partial University	0	2	0	0	1		3	3.8
University Only	7	55	2	0	2		66	83.5
Vocational	0	0	0	0	0		0	0.0
Other	0	3	0	0	0		3	3.8
Total	7	65	4	0	3		79	
Percentage	8.9	82.3	5.1	0.0	3.8			100.0

TABLE XVI

LETHBRIDGE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
LAST SCHOOL GRADE COMPLETED AND COLLEGE PROGRAM

College Program	Last School Grade Completed						Total	Percentage
	12	11	10	9	8 or Under			
High School Only	31	24	8	14	7		84	24.1
Partial High School and Partial University	10	5	0	1	3		19	5.4
University Only	5	1	1	0	0		7	2.0
Vocational	158	21	5	5	8		197	56.4
Other	34	5	0	1	2		42	12.0
Total	238	56	14	21	20		349	
Percentage	68.2	16.0	4.0	6.0	5.7			100.0

TABLE XVII

MEDICINE HAT JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
LAST SCHOOL GRADE COMPLETED AND COLLEGE PROGRAM

College Program	Last School Grade Completed						Total	Percentage
	12	11	10	9	8 or Under			
High School Only	2	0	1	0	0		3	2.7
Partial High School and Partial University	23	3	0	0	0		26	23.4
University Only	62	0	0	0	0		62	55.9
Vocational	5	3	3	0	1		12	10.8
Other	2	1	4	0	1		8	7.2
Total	94	7	8	0	2		111	
Percentage	84.7	6.3	7.2	0.0	1.8			100.0

TABLE XVIII

MOUNT ROYAL JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
LAST SCHOOL GRADE COMPLETED AND COLLEGE PROGRAM

College Program	Last School Grade Completed						Total	Percentage
	12	11	10	9	8 or Under			
High School Only	88	75	15	3	2		183	23.6
Partial High School and Partial University	60	5	2	2	0		69	8.9
University Only	345	9	3	1	4		362	46.7
Vocational	51	5	0	1	0		57	7.4
Other	98	5	1	0	0		104	13.4
Total	642	99	21	7	6		775	
Percentage	82.8	12.8	2.7	0.9	0.8			100.0

TABLE XIX

RED DEER JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
LAST SCHOOL GRADE COMPLETED AND COLLEGE PROGRAM

College Program	Last School Grade Completed						Total	Percentage
	12	11	10	9	8 or Under			
High School Only	1	0	0	0	0		1	0.9
Partial High School and Partial University	1	0	0	0	1		2	1.7
University Only	110	1	0	1	0		112	96.6
Vocational	1	0	0	0	0		1	0.9
Other	0	0	0	0	0		0	0.0
Total	113	1	0	1	1		116	
Percentage	97.4	0.9	0.0	0.9	0.9			100.0

TABLE XX

GRANDE PRAIRIE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
LAST SCHOOL GRADE COMPLETED AND COLLEGE PROGRAM

College Program	Last School Grade Completed						Total	Percentage
	12	11	10	9	8 or Under			
High School Only	2	4	0	0	0		6	7.7
Partial High School and Partial University	2	1	0	0	0		3	3.8
University Only	66	0	0	0	0		66	84.6
Vocational	0	0	0	0	0		0	0.0
Other	3	0	0	0	0		3	3.8
Total	73	5	0	0	0		78	
Percentage	93.6	6.4	0.0	0.0	0.0			100.0

reported having grade eight or lower standing, but twenty out of the 349 at Lethbridge were found in this group which made up 5.7 per cent of the total number of respondents at the Lethbridge Junior College.

One other interesting observation can be obtained from the examination of Table XVIII, page 38. Seventy-five of the ninety-nine students at Mount Royal who had completed grade eleven were found in the high school only program, which may indicate that these students were now trying to complete high school diploma or matriculation requirements.

Size of Last High School Attended

The information contained in Tables XXI to XXV indicates a wide variation among the colleges when size of last high school is examined. Students from a high school of 400 or more students made up 40.1 per cent of the respondents at Lethbridge (Table XXI), 46.3 per cent at Medicine Hat (Table XXII) and 47.0 per cent at Red Deer (Table XXIV). Table XXIII shows that 64.9 per cent, or almost two-thirds of the students at Mount Royal, came from a school having 400 or more students.

Table XXV shows quite a different distribution for the Grande Prairie Junior College where the greatest number of students in any of the categories came from small high schools having from one to ninety-nine students. There were twenty-five out of the seventy-nine students, or 31.6 per cent in this category, whereas only seven, or 8.9 per cent, of the students came from a high school with 400 or more students. About one-quarter of the students came from a high school having 100 to 199 students and another one-quarter from a high school having 300 to 399 students. It is possible that the distribution is influenced by the types of high schools found in various parts of the

TABLE XXI

LETHBRIDGE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
SIZE OF LAST HIGH SCHOOL ATTENDED AND COLLEGE PROGRAM

College Program	Size of Last High School Attended						Total	Percentage
	1 to 99 Students	100 to 199 Students	200 to 299 Students	300 to 399 Students	400 or more Students			
High School Only	12	10	11	8	30		71	22.3
Partial High School and Partial University	5	2	4	2	5		18	5.6
University Only	1	1	0	1	4		7	2.2
Vocational	23	27	36	28	71		185	58.0
Other	2	5	9	4	18		38	11.9
Total	43	45	60	43	128		319	
Percentage	13.5	14.1	18.8	13.5	40.1			100.0

TABLE XXII

MEDICINE HAT JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
SIZE OF LAST HIGH SCHOOL ATTENDED AND COLLEGE PROGRAM

College Program	Size of Last High School Attended					Total	Percentage
	1 to 99 Students	100 to 199 Students	200 to 299 Students	300 to 399 Students	400 or more Students		
High School Only	0	0	1	0	2	3	2.8
Partial High School and Partial University	3	2	5	4	12	26	24.1
University Only	6	2	9	13	32	62	57.4
Vocational	3	0	2	2	4	11	10.2
Other	2	2	0	2	0	6	5.6
Total	14	6	17	21	50	108	
Percentage	13.0	5.6	15.7	19.4	46.3		100.0

TABLE XXIII

MOUNT ROYAL JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
SIZE OF LAST HIGH SCHOOL ATTENDED AND COLLEGE PROGRAM

College Program	Size of Last High School Attended						Total	Percentage
	1 to 99 Students	100 to 199 Students	200 to 299 Students	300 to 399 Students	400 or more Students			
High School Only	20	18	12	16	102		168	22.3
Partial High School and Partial University	4	3	3	5	48		63	8.4
University Only	25	29	32	34	242		362	48.1
Vocational	4	9	7	6	31		57	7.6
Other	14	4	11	8	65		102	13.6
Total	67	63	65	69	488		752	
Percentage	8.9	8.4	8.6	9.2	64.9			100.0

TABLE XXIV

RED DEER JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
SIZE OF LAST HIGH SCHOOL ATTENDED AND COLLEGE PROGRAM

College Program	Size of Last High School Attended					Total	Percentage
	1 to 99 Students	100 to 199 Students	200 to 299 Students	300 to 399 Students	400 or more Students		
High School Only	0	1	0	0	0	1	0.9
Partial High School and Partial University	1	0	0	0	1	2	1.7
University Only	13	29	12	5	52	111	96.5
Vocational	0	0	0	0	1	1	0.9
Other	0	0	0	0	0	0	0.0
Total	14	30	12	5	54	115	
Percentage	12.2	26.1	10.4	4.3	47.0		100.0
							45

TABLE XXV

GRANDE PRAIRIE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
SIZE OF LAST HIGH SCHOOL ATTENDED AND COLLEGE PROGRAM

College Program	Size of Last High School Attended					Total	Percentage
	1 to 99 Students	100 to 199 Students	200 to 299 Students	300 to 399 Students	400 or more Students		
High School Only	2	3	2	0	0	7	8.9
Partial High School and Partial University	3	0	0	0	0	3	3.8
University Only	20	16	5	19	6	66	83.5
Vocational	0	0	0	0	0	0	0.0
Other	0	0	1	1	1	3	3.8
Total	25	19	8	20	7	79	
Percentage	31.6	24.1	10.1	25.3	8.9		100.0

province. For example, there may be very few high schools in the Grande Prairie area having 400 or more students, whereas the majority of high schools in the area served by Mount Royal may have over 400 students.

Type of High School Program Taken by Diplomates

When the data in Tables XXVI to XXX are examined, it appears that the great majority of the student body in the five colleges had taken the matriculation program in high school. Table XXVI indicates that about one-third (32.8%) of the Lethbridge students had taken a three-year matriculation program and another 17.6 per cent had taken a four-year matriculation program for a total of 50.4 per cent who had followed a matriculation pattern in high school. About one-fifth (20.3%) of the students had taken a business education program and another 21.9 per cent had taken programs other than the four specified in the table. It should also be noted that all the students who responded to this item indicated that they were in possession of a high school diploma.

Table XXVII indicates 88 per cent of the diplomates at Medicine Hat Junior College had taken a matriculation pattern in high school, but it also shows that twenty-four out of the 100 who responded were taking some high school courses along with their university courses.

According to Table XXVIII, there were 669 diplomates at Mount Royal with 492 or 73.6 per cent who had taken a matriculation pattern in high school.

The diplomates at Red Deer had all taken a matriculation pattern according to the data in Table XXIX, and Table XXX, page 52, indicates that 95.7 per cent of the diplomates at Grande Prairie had also taken a high school matriculation program.

TABLE XXVI

LETHBRIDGE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO TYPE OF
HIGH SCHOOL PROGRAM TAKEN BY DIPLOMATES AND COLLEGE PROGRAM

College Program	Type of High School Program Taken by Diplomates					
	Matric., 3 yrs.	Matric., 4 yrs.	Business Education	Technical	Other	Total Percentage
High School Only	13	14	3	2	9	41 16.0
Partial High School and Partial University	2	3	3	3	4	15 5.9
University Only	0	3	1	0	1	5 2.0
Vocational	58	21	39	11	33	162 63.3
Other	11	4	6	3	9	33 12.9
Total	84	45	52	9	56	256
Percentage	32.8	17.6	20.3	7.4	21.9	100.0

TABLE XXVII

MEDICINE HAT JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO TYPE OF
HIGH SCHOOL PROGRAM TAKEN BY DIPLOMATES AND COLLEGE PROGRAM

College Program	Type of High School Program Taken by Diplomates					
	Matric., 3 yrs.	Matric., 4 yrs.	Business Education	Technical	Other	Total Percentage
High School Only	1	0	0	0	2	3 3.0
Partial High School and Partial University	18	6	1	0	0	25 25.0
University Only	54	7	0	1	1	63 63.0
Vocational	1	0	3	0	2	6 6.0
Other	1	0	1	1	0	3 3.0
Total	75	13	5	2	5	100
Percentage	75.0	13.0	5.0	2.0	5.0	100.0

TABLE XXVIII

MOUNT ROYAL JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO TYPE OF
HIGH SCHOOL PROGRAM TAKEN BY DIPLOMATES AND COLLEGE PROGRAM

College Program	Type of High School Program Taken by Diplomates						Total	Percentage
	Matric., 3 yrs.	Matric., 4 yrs.	Business Education	Technical	Other			
High School Only	41	32	5	5	18		101	15.1
Partial High School and Partial University	21	19	5	1	10		56	8.4
University Only	155	115	26	6	53		355	53.1
Vocational	25	15	11	2	4		57	8.5
Other	40	29	15	3	13		100	14.9
Total	282	210	62	17	98		669	
Percentage	42.2	31.4	9.3	2.5	14.6			100.0

TABLE XXIX

RED DEER JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO TYPE OF
HIGH SCHOOL PROGRAM TAKEN BY DIPLOMATES AND COLLEGE PROGRAM

College Program	Type of High School Program Taken by Diplomates						Total	Percentage
	Matric., 3 yrs.	Matric., 4 yrs.	Business Education	Technical	Other			
High School Only	1	0	0	0	0		1	0.9
Partial High School and Partial University	2	0	0	0	0		2	1.8
University Only	92	15	0	0	0		107	96.4
Vocational	0	1	0	0	0		1	0.9
Other	0	0	0	0	0		0	0.0
Total	95	16	0	0	0		111	
Percentage	85.6	14.4	0.0	0.0	0.0			100.0

TABLE XXX

GRANDE PRAIRIE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO TYPE OF
HIGH SCHOOL PROGRAM TAKEN BY DIPLOMATES AND COLLEGE PROGRAM

College Program	Type of High School Program Taken by Diplomates					
	Matric., 3 yrs.	Matric., 4 yrs.	Business Education	Technical	Other	Total Percentage
High School Only	1	1	0	1	0	3 4.2
Partial High School and Partial University	1	1	0	0	0	2 2.8
University Only	47	15	0	0	2	64 90.1
Vocational	0	0	0	0	0	0 0.0
Other	2	0	0	0	0	2 2.8
Total	51	17	0	1	2	71,
Percentage	71.8	23.9	0.0	1.4	2.8	100.0 52

High School Academic Qualifications

A considerable amount of variation in high school academic background was noted upon the perusal of data in Tables XXXI to XXXV. At the colleges in Medicine Hat, Red Deer and Grande Prairie, the majority of the students surveyed possessed university entrance qualifications. Table XXXII indicates that 67.0 per cent of the students at Medicine Hat Junior College met university entrance requirements, whereas Tables XXXIV and XXXV indicate that 97.4 per cent of the respondents at Red Deer and 82.3 per cent at Grande Prairie were in these categories. As expected, the students tended to be clustered in the university program.

The distribution shown in Table XXXIII for Mount Royal indicates that just over one-third of the students surveyed met university entrance requirements with either five or six subjects and the necessary average. Another 31.5 per cent had credit in the necessary subjects, but their averages were below 60 per cent. Out of a total of 727 students at Mount Royal who responded to this item, there were eighty-nine or 12.2 per cent who had neither a high school diploma nor university entrance.

Table XXXI, page 54, indicates a somewhat different distribution of the students at Lethbridge Junior College. Only fifty-four (17.5%) indicated that they possessed university entrance qualifications. Ninety-three (30.2%) had an average below 60.0 per cent, but did have the necessary subjects for university entrance. Almost one-quarter (23.7%) of the students at Lethbridge indicated that they did not have a high school diploma, nor university entrance.

TABLE XXXI

LETHBRIDGE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
HIGH SCHOOL ACADEMIC QUALIFICATIONS AND COLLEGE PROGRAM

College Program	High School Academic Qualifications						Total Percentage
	University Entrance, 6 subjects	University Entrance, 5 subjects	Almost Matric. Average Below 60%	High School Diploma Only	Neither H. S. Dip. nor Univ. Entrance		
High School Only	3	8	18	12	31	72	23.4
Partial High School and Partial University	1	2	4	8	0	15	4.9
University Only	1	1	1	1	3	7	2.3
Vocational	25	6	63	51	31	176	57.1
Other	4	3	7	16	8	38	12.3
Total	34	20	93	88	73	308	54
Percentage	11.0	6.5	30.2	28.6	23.7		100.0

TABLE XXXII

MEDICINE HAT JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
HIGH SCHOOL ACADEMIC QUALIFICATIONS AND COLLEGE PROGRAM

College Program	High School Academic Qualifications						Total Percentage
	University Entrance, 6 subjects	University Entrance, 5 subjects	Almost Matric. Average Below 60%	High School Diploma Only	Neither H. S. Dip. nor Univ. Entrance		
High School Only	0	0	0	2	1	3	2.8
Partial High School and Partial University	4	6	15	0	1	26	23.9
University Only	57	4	2	0	0	63	57.8
Vocational	1	0	1	3	5	10	9.2
Other	1	0	0	2	4	7	6.4
Total	63	10	18	7	11	109	55
Percentage	57.8	9.2	16.5	6.4	10.1		100.0

TABLE XXXI

MOUNT ROYAL JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
HIGH SCHOOL ACADEMIC QUALIFICATIONS AND COLLEGE PROGRAM

College Program	High School Academic Qualifications					Total Percentage
	University Entrance, 6 subjects	University Entrance, 5 subjects	Almost Matric. Average Below 60%	High School Diploma Only	Neither H. S. Dip. nor Univ. Entrance	
High School Only	6	18	56	35	53	168 23.1
Partial High School and Partial University	3	10	30	9	10	62 8.5
University Only	121	58	92	59	17	347 47.7
Vocational	15	4	16	16	3	54 7.4
Other	14	13	35	28	6	96 13.2
Total	159	103	229	147	89	727
Percentage	21.9	14.2	31.5	20.2	12.2	100.0

TABLE XXXIV

RED DEER JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
HIGH SCHOOL ACADEMIC QUALIFICATIONS AND COLLEGE PROGRAM

College Program	High School Academic Qualifications						Total Percentage
	University Entrance, 6 subjects	University Entrance, 5 subjects	Almost Average Below 60%	High School Diploma Only	Neither H. S. Dip. nor Univ. Entrance		
High School Only	1	0	0	0	0	1	0.9
Partial High School and Partial University	0	1	0	0	1	2	1.7
University Only	93	17	1	0	1	112	96.6
Vocational	1	0	0	0	0	1	0.9
Other	0	0	0	0	0	0	0.0
Total	95	18	1	0	2	116	57
Percentage	81.9	15.5	0.9	0.0	1.7		100.0

TABLE XXXV

GRANDE PRAIRIE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO
HIGH SCHOOL ACADEMIC QUALIFICATIONS AND COLLEGE PROGRAM

College Program	High School Academic Qualifications						Total Percentage
	University Entrance, 6 subjects	University Entrance, 5 subjects	Almost Matric. Average Below 60%	High School Diploma Only	Neither H. S. Dip. nor Univ. Entrance		
High School Only	0	0	1	2	4	7	8.9
Partial High School and Partial University	0	0	2	0	1	3	3.8
University Only	55	10	1	0	0	66	83.5
Vocational	0	0	0	0	0	0	0.0
Other	0	0	2	0	1	3	3.8
Total	55	10	6	2	6	79	100.0 ⁵⁸
Percentage	69.6	12.7	7.6	2.5	7.6		

Summary

The data indicated that the major portion of the students surveyed in the five Public Junior Colleges were taking a program concentrating on university courses. Most of the students lived in Alberta. There were more males than females in every college except Red Deer and Grande Prairie Junior Colleges. The greatest concentration of students was in the eighteen to twenty year age range. Most students had completed grade twelve. The majority of the students surveyed had attended a high school which had 400 or more students. Most of the diplomates had followed a matriculation program in high school. A large number of students possessed university entrance requirements and many more had a standing below that required for university entrance because of an average lower than 60.0 per cent.

II. DISCUSSION OF THE FINDINGS

Distribution by Program

The data indicated that some of the colleges tended to concentrate on the vocational areas whereas others tended to be miniature universities. For example, the students at Lethbridge Junior College were found in two main areas, high school only and vocational. Since the University of Lethbridge had recently opened, it appeared that the Lethbridge Junior College was trying to offer programs to the students in the district which would meet the post-secondary educational needs of those students who did not wish to attend university, or who may have been prevented from entering the university because of their educational background.

In the other four junior colleges, the data indicated that the university program was being taken by more students than any other program offered. For example, at Red Deer and Grande Prairie Junior Colleges, there were 96.4 per cent and 83.5 per cent respectively in the university program. It would thus appear that these two institutions were acting as small universities rather than as institutions meeting a wide range of student needs. Furthermore, if these two colleges are to serve the needs of students who do not wish to attend a university, then there must be a change in the numbers and kinds of programs offered by these institutions as well as providing more flexible entrance requirements.

On the basis of the data presented, it appeared that Medicine Hat and Mount Royal Junior Colleges were attracting quite a number of students to the high school and vocational programs, but these colleges also appeared to be concentrating on the university program to a greater extent than on the other types of programs.

In summary, it appears that there is need for a greater diversification in program offerings and a corresponding change in entrance requirements in many of the junior colleges, if they are to succeed in meeting the full range of post-secondary educational needs of the students in the areas in which they are located.

Distance of Permanent Residence

Examination of the data concerning the distance of the students' permanent residences from the colleges shows that there was a wide variation among the colleges. At the Lethbridge and Medicine Hat Junior Colleges, over 90.0 per cent of the students surveyed lived within 100

miles of the college. However, at Mount Royal over one-third of the students came from a distance greater than one hundred miles and at Grande Prairie Junior College, almost one-fifth came from over one hundred miles away. Although the majority of the students responding were Alberta residents, there were 146 students at Mount Royal Junior College who indicated that they came from outside the Province. In addition, there were twenty students at the other four colleges who indicated that their permanent residences were outside Alberta.

This information could have important implications in the methods used for setting up and financing junior colleges. For example, should the Junior College District be abolished and the whole basis for establishment and operation of the junior colleges come under a provincial board or commission? Since the majority of students surveyed lived within 100 miles of the college they attended, there appeared to be a need for establishment of a junior college in the Edmonton area to serve the educational needs of students in the Edmonton district. However, a close examination of the total post-secondary educational offerings would have to be made before a decision on establishment of a new college could be made.

The method of financing junior colleges is a difficult problem and the data presented could have some influence on determining the method used. For example, if a local tax is to be imposed in each Junior College District, is a special fee structure for students outside the district necessary? Should fees for non-Alberta students be different than those charged to Alberta residents? What type of grant formula should be used by the provincial government in order to

equalize opportunity for all Alberta residents? Since a fairly large number of students came from outside Alberta, to what extent should the Federal Government contribute to the financing of junior colleges?

It appears that definite criteria should be used to determine the establishment and financing of junior colleges. One of the criteria to be used could include the geographic distribution of the potential student body.

Sex of the Students

The data indicated that there were a few more males than females attending the Alberta Public Junior Colleges. However, there was no indication that the colleges were offering programs which attracted a great many more males than females although there were wide variations within the programs offered. It thus appeared that the colleges were trying to meet equitably the educational needs of male and female students. However, the fact that colleges which offered a fairly wide range of programs, and had flexible entrance requirements, tended to have a larger proportion of males in attendance may indicate that there are many potential male students who would attend the junior colleges if suitable programs were available. Furthermore, it is possible that programs for females such as business education, data processing and nursing, which are offered at other institutions at the present time, should be included in the program offerings at the Alberta Junior Colleges.

Age of the Students

As indicated previously, over 80.0 per cent of the students

surveyed were between eighteen and twenty-five years of age with the age range of eighteen to twenty years in the majority in every college. However, there were forty-seven students at Lethbridge who indicated that they were over thirty years of age. Since the major portion of the students were relatively young, many just out of high school, it appeared that there would be a need for adequate guidance services to aid these young people in selecting the appropriate programs to suit their needs and abilities. Furthermore, it is possible that these young people had limited finances as they have had few opportunities to work since leaving high school and therefore, fees charged by the junior colleges may have prevented some students from attending.

It is also possible, however, to attract more mature students as indicated by the data for the Lethbridge Junior College. At this college, 13.5 per cent of the students were over thirty years of age. There may be a considerable number of older students who wish to attend a junior college and thus improve their educational standings, but they may be prevented from attending because of the rigid entrance requirements and limited program offerings in many of the junior colleges. The fact that Lethbridge Junior College was able to attract a number of older students indicates that the other colleges may also be able to serve the educational needs of older students by diversification of programs, entrance requirements, and fee adjustments. It appears that if it is possible for the junior colleges to serve the educational needs of these older students, every effort should be made toward this goal.

Last School Grade Completed

The junior colleges appeared to be serving mainly grade twelve graduates. However, there were a fairly large number of students who had completed grade eleven and were trying to complete their grade twelve programs at the junior colleges. In addition it was noted that there were a few students, mainly at the Lethbridge Junior College, who had a grade 8 education or less. The question then remains as to the type of students that should be encouraged to attend. Would diversification of programs and flexible entrance requirements tend to encourage more students to attend, even though they do not possess a grade twelve or even a grade eleven education? It is very possible that the aforementioned changes would have such an effect.

Size of Last High School Attended

It was noted previously that the colleges in larger cities tended to have more students from large high schools than the colleges in smaller cities did. This information raises several questions and could have implications for counselling students as well as for optimum high school size throughout Alberta. For example, do students from large high schools have a more satisfactory achievement record at the junior colleges than students from the smaller schools? Should students who have had very limited course offerings in high school be advised to take certain types of programs at the junior colleges? Are there more social adjustment problems among students from small high schools when they first attend a junior college? Is there an optimum size of high school which prepares students to function satisfactorily, socially and academically, when they attend a junior college? The answers to

these questions could provide valuable information to high school and junior college officials and counsellors.

Type of High School Program Taken by Diplomates

It appeared that most students surveyed had taken the matriculation program in high school. However, it is possible that the large numbers of matriculation students at most of the colleges were in attendance because of the types of programs offered and the entrance requirements. The colleges concentrating on high school and vocational programs mainly, such as Lethbridge, tended to have fewer students who had followed a matriculation program in high school whereas the colleges concentrating on university programs, such as Red Deer, tended to have students who had followed a high school matriculation pattern. It appears that if a college is to attract students who have taken a non-matriculation high school program, then a diversity of programs must be offered and flexible entrance requirements must be maintained.

High School Academic Qualifications

At Medicine Hat, Red Deer and Grande Prairie Junior Colleges, most of the students responding possessed university entrance requirements and were found in university programs, whereas at Mount Royal and Lethbridge Junior Colleges, about one-third and one-fifth respectively of the students responding possessed university entrance requirements. It appeared that the colleges which were concentrating mainly on university programs tended to attract students with university entrance requirements whereas the colleges offering a broader spectrum of programs tended to attract more students without university entrance requirements. In addition many of these latter students did not have

a high school diploma. It is also possible that some colleges had mainly students with matriculation standing because their entrance requirements were quite inflexible and a large number of students who may have wanted to attend could not do so. Furthermore, the types of programs offered by some of the colleges may have been designed for matriculants only. Thus many potential students for a junior college may have been excluded.

CHAPTER IV

ANALYSIS OF DATA AND DISCUSSION OF FINDINGS IN TERMS OF COLLEGE AND SEX OF THE STUDENTS

I. ANALYSIS OF THE DATA

Introduction

Information regarding the distribution of the students in the five public junior colleges in terms of college, sex of the students and selected characteristics is found in Tables XXXVI to XLII. Each table shows the distribution for all five colleges as well as the percentage of students in each category. This chapter is divided into two sections. The first section provides information on the distribution by sex and then gives a description of the students in terms of sex and the following characteristics:

1. Place of present residence (Table XXXVI).
2. Age (Table XXXVII).
3. Marital status (Table XXXVIII).
4. Estimated costs of attendance (Table XXXIX).
5. High school credits possessed by non-diplomates (Table XL).
6. Length of college program (Table XLI).
7. Year of program in which student is now registered (Table XLII).

The second section contains a discussion of the findings.

Distribution by Sex

Table XXXVI indicates that in three of the colleges, Lethbridge, Medicine Hat and Mount Royal, there were more males than females whereas at Red Deer and Grande Prairie there were more females than males in attendance. The ratio of males to females was greatest at the

TABLE XXXVI

DISTRIBUTION OF STUDENTS ACCORDING TO COLLEGE,
PLACE OF PRESENT RESIDENCE, AND SEX

College	Sex	Place of Present Residence					Total	Percentage
		Home	With Relatives	School Residence	Boarding	Light Housekeeping		
Lethbridge	M	138	17	7	27	30	219	61.3
	F	$\frac{66}{204}$	$\frac{7}{24}$	$\frac{8}{15}$	$\frac{18}{45}$	$\frac{39}{69}$	$\frac{138}{357}$	38.7
	T							
	%	57.1	6.7	4.2	12.6	19.3		100.0
Medicine Hat	M	52	2	0	5	3	62	54.4
	F	$\frac{35}{87}$	$\frac{3}{5}$	$\frac{0}{0}$	$\frac{5}{10}$	$\frac{9}{12}$	$\frac{52}{114}$	45.6
	T							
	%	76.3	4.4	0.0	8.8	10.5		100.0
Mount Royal	M	245	37	32	77	85	476	57.3
	F	$\frac{153}{398}$	$\frac{20}{57}$	$\frac{75}{107}$	$\frac{48}{125}$	$\frac{59}{144}$	$\frac{355}{831}$	42.7
	T							
	%	47.9	6.9	12.9	15.0	17.3		100.0
Red Deer	M	23	3	0	13	16	55	47.8
	F	$\frac{28}{51}$	$\frac{4}{7}$	$\frac{0}{0}$	$\frac{16}{29}$	$\frac{12}{28}$	$\frac{60}{115}$	52.2
	T							
	%	44.3	6.1	0.0	25.2	24.3		100.0
Grande Prairie	M	16	6	10	3	1	36	42.9
	F	$\frac{20}{36}$	$\frac{3}{9}$	$\frac{17}{27}$	$\frac{6}{9}$	$\frac{2}{3}$	$\frac{48}{84}$	57.1
	T							
	%	42.9	10.7	32.1	10.7	3.6		100.0

Lethbridge Junior College where there were about three males to two females or 61.3 per cent males and 38.7 per cent females. In the other four colleges, the numbers of males and females were much closer to equality as is indicated in Table XXXVI, page 68. There were some slight differences in percentages of males and females recorded in Tables XXXVI to XLII because not all students responded to every question, but the differences were relatively small.

Place of Present Residence

More than one-half of the respondents at Lethbridge Junior College indicated that they were living at home at the time the survey was taken as shown in Table XXXVI, page 68. Another one-fifth (19.3%) carried on light housekeeping. However, in the group living at home, there were over twice as many males as females whereas there were more females than males who were light housekeeping. At Medicine Hat Junior College, over three-quarters (76.3%) of the students surveyed lived at home and the majority of the remaining students were either boarding or light housekeeping. About one-half (47.9%) of the Mount Royal students lived at home, 245 males as compared to 153 females. There were, however, 107 students who lived at the college residence with over twice as many females as males in this category. Another 15.0 per cent of the students were boarding and 17.3 per cent were light housekeeping. About one-quarter of the respondents at Red Deer Junior College were boarding, another one-quarter (24.3%) were light housekeeping and almost all the rest lived at home. The distribution at Grande Prairie Junior College was considerably different from the others in that almost one-third (32.1%) of the students lived at the school residence. There were 42.9 per cent who lived at home, but only three students indicated

that they were light housekeeping. Table XXXVI, page 68, also indicates that very few students were staying with their relatives while they attended college.

Age of the Students

Table XXXVII, showing the distribution of students according to age categories, indicates that the majority were in the eighteen to twenty year age range. The percentages in this range were similar at Lethbridge and Mount Royal where almost two-thirds of the students were to be found in the eighteen to twenty year age category. At the other three colleges, over three-quarters of the students surveyed were between eighteen and twenty years of age. The greatest number of students over thirty years of age was found at Lethbridge Junior College where there were twenty-five males and twenty-four females. In the twenty-one to twenty-five year age range, there were fifty-one males but only five females at the same college. More than one-quarter (26.1%) of the students surveyed at Mount Royal Junior College were between twenty-one and twenty-five years of age, there being 166 males and fifty-two females in this category. This information may indicate that many older students, especially males, realize that they must improve their educational standing in order to compete successfully in modern society. It may also indicate that these two colleges offered programs that suited the needs of these older male students. In addition, the entrance requirements may have been adjusted to accommodate these older students. Almost the reverse situation pertained at Grande Prairie Junior College in the eighteen to twenty year age group where there were twenty-four males compared to forty-four females.

TABLE XXXVII

DISTRIBUTION OF STUDENTS ACCORDING TO
COLLEGE, AGE, AND SEX

College	Sex	Age					Total	Percentage
		17 or Under	18 to 20	21 to 25	26 to 30	Over 30		
Lethbridge	M	5	127	51	12	25	220	61.6
	F	$4\frac{1}{9}$	$\frac{95}{222}$	$\frac{9}{60}$	$\frac{5}{17}$	$\frac{24}{49}$	$\frac{137}{357}$	38.4
	T							
	%	2.5	62.2	16.8	4.8	13.7		100.0
Medicine Hat	M	1	50	8	2	1	62	54.4
	F	$4\frac{1}{5}$	$\frac{37}{87}$	$\frac{4}{12}$	$\frac{5}{7}$	$\frac{2}{3}$	$\frac{52}{114}$	45.6
	T							
	%	4.4	76.3	10.5	6.1	2.6		100.0
Mount Royal	M	10	256	166	29	21	482	57.7
	F	$\frac{7}{17}$	$\frac{276}{532}$	$\frac{52}{218}$	$\frac{6}{35}$	$\frac{13}{34}$	$\frac{354}{836}$	42.3
	T							
	%	2.0	63.6	26.1	4.2	4.1		100.0
Red Deer	M	6	40	7	2	2	57	49.1
	F	$\frac{5}{11}$	$\frac{49}{89}$	$\frac{3}{10}$	$\frac{2}{4}$	$\frac{0}{2}$	$\frac{59}{116}$	50.9
	T							
	%	9.5	76.7	8.6	3.4	1.7		100.0
Grande Prairie	M	6	24	5	0	2	37	44.0
	F	$2\frac{1}{8}$	$\frac{44}{68}$	$\frac{0}{5}$	$\frac{0}{0}$	$\frac{1}{3}$	$\frac{47}{84}$	56.0
	T							
	%	9.5	81.0	6.0	0.0	3.6		100.0

However, the program offerings were quite limited and entrance requirements were more rigid than at the Lethbridge and Mount Royal Colleges.

Marital Status

Over 75.0 per cent of the respondents in all colleges were single as indicated in Table XXXVIII. More than three-quarters (77.3%) of the students surveyed at the Lethbridge Junior College were in this category. At the other colleges, the percentages who were single ranged from a low of 87.7 per cent at Medicine Hat to a high of 94.0 per cent at Grande Prairie Junior College.

Estimated Cost of Attendance

The students were asked to estimate their total costs for college attendance for the year. Table XXXIX gives the distribution. There was a wide variation in estimated costs and no one category had the greatest number of responses in every college. About two-fifths of the respondents at Lethbridge estimated their year's costs would be \$750 or less and another one-quarter (25.7%) estimated their costs between \$751 and \$1000. In every category at the Lethbridge College, there were more males than females. Over one-half of the Medicine Hat College students who responded estimated their costs at less than \$750 and another one-quarter (23.6%) estimated that their year's costs were between \$751 and \$1000. The distribution for Mount Royal Junior College appeared quite different from the others in that there were as many students who estimated their costs at over \$1500 as there were students with estimated costs less than \$750, almost one-quarter (23.6%) in each category. It should also be noted that the percentage of students in the over \$1500 category was much greater than for any

TABLE XXXVIII

DISTRIBUTION OF STUDENTS ACCORDING TO
COLLEGE, MARITAL STATUS, AND SEX

College	Sex	Marital Status					Total	Percentage
		Single	Married	Widowed	Divorced	Separated		
Lethbridge	M	169	49	0	2	0	220	61.6
	F	$\frac{107}{276}$	$\frac{16}{65}$	$\frac{6}{6}$	$\frac{4}{6}$	$\frac{4}{4}$	$\frac{137}{357}$	38.4
	T							
	%	77.3	18.2	1.7	1.7	1.1		100.0
Medicine Hat	M	58	4	0	0	0	62	54.4
	F	$\frac{42}{100}$	$\frac{5}{9}$	$\frac{2}{2}$	$\frac{2}{2}$	$\frac{1}{1}$	$\frac{52}{114}$	45.6
	T							
	%	87.7	7.9	1.8	1.8	0.9		100.0
Mount Royal	M	413	65	1	3	0	482	57.5
	F	$\frac{325}{738}$	$\frac{24}{89}$	$\frac{1}{2}$	$\frac{3}{6}$	$\frac{3}{3}$	$\frac{356}{838}$	42.5
	T							
	%	88.1	10.6	0.2	0.7	0.4		100.0
Red Deer	M	53	4	0	0	0	57	48.7
	F	$\frac{56}{109}$	$\frac{4}{8}$	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{60}{117}$	51.3
	T							
	%	93.2	6.8	0.0	0.0	0.0		100.0
Grande Prairie	M	34	3	0	0	0	37	44.0
	F	$\frac{45}{79}$	$\frac{2}{5}$	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{47}{84}$	56.0
	T							
	%	94.0	6.0	0.0	0.0	0.0		100.0

TABLE XXXIX

DISTRIBUTION OF STUDENTS ACCORDING TO COLLEGE,
ESTIMATED COST OF ATTENDANCE, AND SEX

College	Sex	Estimate of Total Cost of This Year's Attendance at College					
		\$750 or less	\$751 to \$1000	\$1001 to \$1250	\$1251 to \$1500	Over \$1500	Total Percentage
Lethbridge	M	84	52	30	23	25	214 62.4
	F	55	36	22	7	9	129 37.6
	T	<u>139</u>	<u>88</u>	<u>52</u>	<u>30</u>	<u>34</u>	<u>343</u>
	%	40.5	25.7	15.2	8.7	9.9	100.0
Medicine Hat	M	31	15	10	3	2	61 55.5
	F	27	11	6	3	2	49 44.5
	T	<u>58</u>	<u>26</u>	<u>16</u>	<u>6</u>	<u>4</u>	<u>110</u>
	%	52.7	23.6	14.5	5.5	3.6	100.0
Mount Royal	M	112	77	67	87	125	468 57.3
	F	81	76	61	63	68	349 42.7
	T	<u>193</u>	<u>153</u>	<u>128</u>	<u>150</u>	<u>193</u>	<u>817</u>
	%	23.6	18.7	15.7	18.4	23.6	100.0
Red Deer	M	17	19	7	10	4	57 49.1
	F	19	22	9	8	1	59 50.9
	T	<u>36</u>	<u>41</u>	<u>16</u>	<u>18</u>	<u>5</u>	<u>116</u>
	%	31.0	35.3	13.8	15.5	4.3	100.0
Grande Prairie	M	14	6	6	5	6	37 43.5
	F	14	9	11	13	1	48 56.5
	T	<u>28</u>	<u>15</u>	<u>17</u>	<u>18</u>	<u>7</u>	<u>85</u>
	%	32.9	17.6	20.0	21.2	8.2	100.0

of the other colleges and also that there were 125 males compared to sixty-eight females in this group. Almost two-thirds of the Red Deer students who responded estimated their costs at \$1000 or less with 31.0 per cent in the category of \$750 or less and 35.3 per cent in the \$751 to \$1000 category. At Grande Prairie Junior College, almost one-third of the respondents estimated their costs at \$750 or less. The categories \$751 to \$1000, \$1000 to \$1250 and \$1251 to \$1500 each contained about one-fifth of the students who responded to the survey.

High School Credits Possessed by Non-diplomates

Table XL indicates the number of students who responded to the inventory who did not possess a high school diploma. In all colleges except Lethbridge, the majority of the respondents without high school diplomas had ninety-five or more credits. At Medicine Hat, Red Deer and Grande Prairie there were fewer than twenty-five students at each college without a high school diploma. However, there were 399 students at Mount Royal and Lethbridge Colleges, who were not in possession of a high school diploma.

Length of College Program

The students were asked to indicate the length of the program in which they were enrolled at the time of the survey. Although some of the junior colleges offered programs of more than one year's duration, others offered only the first year of a program designed to take three or four years. The second, third or fourth years of these programs would normally be taken at a university in Alberta. Thus some of the students indicated that they were in a four-year program at the junior college even though only the first year of the program was offered at

TABLE XL

DISTRIBUTION OF STUDENTS ACCORDING TO COLLEGE, HIGH SCHOOL
CREDITS POSSESSED BY NON-DIPLOMATES, AND SEX

College	Sex	High School Credits Possessed by Non-Diplomates						Total	Percentage
		50 or Fewer	51 to 65	66 to 80	81 to 95	Over 95			
Lethbridge	M	17	5	12	17	32	83	61.9	
	F	$\frac{9}{26}$	$\frac{4}{9}$	$\frac{8}{20}$	$\frac{12}{29}$	$\frac{18}{50}$	$\frac{51}{134}$	38.1	
	T	19.4	6.7	14.9	21.6	37.3		100.0	
	%								
Medicine Hat	M	1	0	1	0	11	13	56.5	
	F	$\frac{2}{3}$	$\frac{1}{1}$	$\frac{2}{3}$	$\frac{0}{0}$	$\frac{5}{16}$	$\frac{10}{23}$	43.5	
	T	13.0	4.3	13.0	0.0	69.6		100.0	
	%								
Mount Royal	M	16	7	24	35	88	170	64.2	
	F	$\frac{6}{22}$	$\frac{8}{15}$	$\frac{15}{39}$	$\frac{18}{53}$	$\frac{48}{136}$	$\frac{95}{265}$	35.8	
	T	8.3	5.7	14.7	20.0	51.3		100.0	
	%								
Red Deer	M	0	0	2	2	13	17	77.3	
	F	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{0}{2}$	$\frac{1}{3}$	$\frac{4}{17}$	$\frac{5}{22}$	22.7	
	T	0.0	0.0	9.1	13.6	77.3		100.0	
	%								
Grande Prairie	M	0	0	2	3	6	11	61.1	
	F	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{1}{3}$	$\frac{2}{5}$	$\frac{4}{10}$	$\frac{7}{18}$	38.9	
	T	0.0	0.0	16.7	27.8	55.6		100.0	
	%								

the junior college. In several of the colleges, the above-mentioned type of program is referred to as a "university transfer" program. The distribution shown in Table XLI indicates that almost two-fifths (39.9%) of the students surveyed at Lethbridge Junior College were in a program of less than one year's duration. Furthermore, of the 139 students in this category, there were seventy-three females and sixty-six males. The next largest group at Lethbridge was concentrated in the two-year program, but here there were almost three times as many males as females. Only fourteen (4.0%) students at Lethbridge indicated that they were in a four-year program. At Medicine Hat, Red Deer and Grande Prairie Junior Colleges, there were more students in the four-year program than in any of the other programs with the next largest group in the three-year program in each of these colleges. The distribution of students at Mount Royal Junior College indicated that about one-quarter (26.3%) of the respondents were to be found in a program of less than one year, just over one-quarter (28.2%) in a two-year program, and almost one-quarter (24.8%) in a four-year program. There were almost three times as many males as females in the four-year program at Mount Royal, but there were a few more females than males in the two-year program in the same college. It appeared that in the colleges concentrating on university programs, there were more students in the longer programs whereas in colleges offering a wider range of programs, especially in the vocational area, there were more students in programs of one year or less.

Year of Program in which Student is Now Registered

Table XLII indicates that most of the students who responded in

TABLE XLI

DISTRIBUTION OF STUDENTS ACCORDING TO COLLEGE,
LENGTH OF COLLEGE PROGRAM, AND SEX

College	Sex	Length of College Program					Total	Percentage
		Less Than One Year	One Year	Two Years	Three Years	Four Years or more		
Lethbridge	M	66	26	74	35	12	213	61.2
	F	$\frac{73}{139}$	$\frac{33}{59}$	$\frac{26}{100}$	$\frac{1}{36}$	$\frac{2}{14}$	$\frac{135}{348}$	38.8
	T							
	%	39.9	17.0	28.7	10.3	4.0		100.0
Medicine Hat	M	3	5	8	9	36	61	54.0
	F	$\frac{6}{9}$	$\frac{8}{13}$	$\frac{6}{14}$	$\frac{10}{19}$	$\frac{22}{58}$	$\frac{52}{113}$	46.0
	T							
	%	8.0	11.5	12.4	16.8	51.3		100.0
Mount Royal	M	118	51	106	36	144	455	57.1
	F	$\frac{92}{210}$	$\frac{66}{117}$	$\frac{119}{225}$	$\frac{11}{47}$	$\frac{54}{198}$	$\frac{342}{797}$	42.9
	T							
	%	26.3	14.7	28.2	5.9	24.8		100.0
Red Deer	M	4	2	4	19	28	57	48.7
	F	$\frac{1}{5}$	$\frac{2}{4}$	$\frac{7}{11}$	$\frac{14}{33}$	$\frac{36}{64}$	$\frac{60}{117}$	51.3
	T							
	%	4.3	3.4	9.4	28.2	54.7		100.0
Grande Prairie	M	5	2	2	8	18	35	43.2
	F	$\frac{1}{6}$	$\frac{8}{10}$	$\frac{12}{14}$	$\frac{12}{20}$	$\frac{13}{31}$	$\frac{46}{81}$	56.8
	T							
	%	7.4	12.3	17.3	24.7	38.3		100.0

TABLE XLII

DISTRIBUTION OF STUDENTS ACCORDING TO COLLEGE, YEAR
OF PROGRAM IN WHICH NOW REGISTERED, AND SEX

College	Sex	Year of Program in Which Now Registered					Total	Percentage
		First	Second	Third	Fourth	Other		
Lethbridge	M	172	32	3	0	3	210	63.8
	F	$\frac{108}{280}$	$\frac{8}{40}$	$\frac{0}{3}$	$\frac{0}{0}$	$\frac{3}{6}$	$\frac{119}{329}$	36.2
	T							
	%	85.1	12.2	0.9	0.0	1.8		100.0
Medicine Hat	M	56	1	0	0	2	59	53.6
	F	$\frac{50}{106}$	$\frac{0}{1}$	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{1}{3}$	$\frac{51}{110}$	46.4
	T							
	%	96.4	0.9	0.0	0.0	2.7		100.0
Mount Royal	M	307	85	11	0	23	426	57.1
	F	$\frac{272}{579}$	$\frac{34}{119}$	$\frac{1}{12}$	$\frac{2}{2}$	$\frac{11}{34}$	$\frac{320}{746}$	42.9
	T							
	%	77.6	16.0	1.6	0.3	4.6		100.0
Red Deer	M	55	0	0	1	0	56	48.7
	F	$\frac{59}{114}$	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{0}{1}$	$\frac{0}{0}$	$\frac{59}{115}$	51.3
	T							
	%	99.1	0.0	0.0	0.9	0.0		100.0
Grande Prairie	M	32	0	0	0	3	35	43.8
	F	$\frac{43}{75}$	$\frac{1}{1}$	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{1}{4}$	$\frac{45}{80}$	56.3
	T							
	%	93.8	1.2	0.0	0.0	5.0		100.0

all the colleges were in the first year of the program. Over 90.0 per cent of the respondents at Medicine Hat, Red Deer and Grande Prairie were in their first year. At Lethbridge 85.1 per cent were in their first year whereas at Mount Royal over three-quarters (77.6%) were in their first year of the program.

Summary

There were more males than females attending Lethbridge, Medicine Hat and Mount Royal Junior Colleges. The major portion of the students who responded were living at home. Between two-thirds and three-quarters of the respondents were in the eighteen to twenty year age range. Over 80.0 per cent of those responding were not married. The estimated cost of attendance varied greatly among the colleges and no clear-cut trends could be distinguished. Almost one-half of the students who did not possess a high school diploma had ninety-five or more credits and thus were near to qualifying for a high school diploma. The major portion of the students surveyed at Medicine Hat, Red Deer and Grande Prairie Junior Colleges were in either a three- or four-year program. At Lethbridge Junior College, more students were in a program of less than one year than any other category whereas at Mount Royal Junior College roughly one-quarter of the students who responded were found in each of the programs, less than one year, two years and four years. About 80.0 per cent of the respondents who attended the colleges were in the first year of the program.

II. DISCUSSION OF THE FINDINGS

Distribution by Sex

Although there were fewer females than males in total attending the colleges, the differences were not great and did not exhibit a trend similar to that described by Fisher for United States Junior Colleges where the ratio of males to females was about three to one.¹ There are several possible explanations for the differences which exist between Alberta and United States colleges. It may be that the types of programs offered by Alberta colleges tend to attract males and females equally whereas those offered by United States colleges offer the types or programs which are more attractive to male students. Furthermore, the data for Lethbridge Junior College indicated that many more males than females were in attendance. Thus the offering of vocational programs may account for more males than females attending United States Junior Colleges. A further possible explanation for the differences is that the educational needs of many male students in Alberta are being met at other types of post-secondary educational institutions such as the Institutes of Technology or the Agricultural and Vocational Colleges.

Place of Present Residence

A large number of the students attending the colleges lived at home. However, at two of the colleges, Mount Royal and Grande Prairie, a substantial number lived in a college or school residence. Also there were quite a number of students who were boarding or engaged in light

¹Ibid.

housekeeping. This information, then, raises several questions. Should all colleges have a student residence to accommodate students who come from a distance, or even those who live in the city where the college is located? Is there a need for some type of financial assistance for those students who cannot stay at home while attending college? Are there students who cannot attend college because they must leave home and do not have the necessary finances? The answers to these questions could have an effect on the planning of the location of new junior colleges and the types of facilities offered by the existing colleges.

Age of the Students

Since the majority of the students were between eighteen and twenty years of age, it seems reasonable to assume that many of them come directly to the colleges after leaving high school. As mentioned previously, adequate guidance and counselling services would be a necessity at all the colleges in order to help these students select the most suitable programs. Furthermore, there is a distinct possibility that many potential students are unable to attend because they would have to leave home and have not yet been able to secure the necessary finances. There are, however, substantial numbers of students in the twenty-one to twenty-five year age range and this fact tends to agree with Fisher's finding that "there is an increase in the number of full-time students over twenty years of age attending junior college"² in the United States. It is possible that even more of these older students could be attracted, if suitable programs were offered by the colleges.

²Ibid.

Marital Status

Fisher states that in the United States "about one-fifth of the full-time students at junior colleges are married."³ This figure appeared to be quite close to the figure which applied in Alberta as the number of students who indicated that they were single varied from a low of 77.3 per cent at Lethbridge to a high of 94.0 per cent at Grande Prairie. However, if suitable accommodations and financing could be provided, it might be possible for even more married students to attend the colleges.

Estimated Cost of Attendance

When the students who attended the five colleges were asked to estimate their total costs of attendance for the year, there was a very wide range. Some estimated their costs at less than \$750 whereas others estimated their costs at over \$1500. At Mount Royal Junior College, almost one-quarter of the students estimated their costs as being greater than \$1500. As noted in a previous section, over one-third of the students at this college came from more than 100 miles away and this factor could possibly account for the greater number of students in this high cost bracket. The fact that some of the students lived at home while they attended college whereas others had to pay board or engage in light housekeeping could have a definite effect on their estimated costs of attendance. There are many implications which become apparent as a result of the data presented on student costs. For example, should special types of grants or loans, provided by some level of government,

³Ibid.

be available to students who must leave home to attend a junior college? Are Alberta parents who live in areas a considerable distance from a junior college being penalized because they must accumulate and use up more of their income or savings to ensure an adequate education for their children? Should junior colleges try to provide part-time jobs for college students or at least help the students to procure part-time employment in the city where the college is located? What amount of money is "adequate" for a year's attendance at college and is the same amount necessary for all students? It appears that further investigation of costs to students, and the factors contributing to these costs, could provide useful information to those charged with the responsibility of establishment and operation of junior colleges.

High School Credits Possessed by Non-Diplomates

The Alberta Public Junior Colleges appeared to be serving mainly high school graduates, but there were a considerable number who had not completed the requirements for a high school diploma. This fact shows that the junior colleges can serve a very useful function by aiding students to complete the requirements for a high school diploma and also offer other programs for these students once they have completed their high school. Furthermore, the colleges can serve other students who do not wish to complete their high school diploma requirements, by offering programs geared to the needs of these students, such as skill upgrading, pre-employment programs, vocational programs and hobby or general interest programs. Thus the colleges may be serving the function of giving students a "second chance" as suggested previously by Stewart.⁴

⁴Stewart, op. cit., p. 15.

Length of College Program

A wide variation existed among the students in the five colleges when the length of the program in which they were enrolled was considered. As mentioned previously in this chapter, some programs were of three or four years' duration even though the first year only was offered at a junior college. The university transfer program offered by several of the colleges is the best example of this type of program. At the Lethbridge College, where the main programs were high school and vocational, most of the students surveyed were in either a one- or two-year program whereas at the colleges concentrating on other types of programs, more students were found in three- or four-year programs. In general, it appeared that there were more males than females in the three- and four-year programs, however, there were some exceptions. It is also possible that more females were attracted to the shorter programs because of a desire to seek employment at an earlier date, lack of finances or lack of interest in pursuing a career in the field of study in which they were currently engaged.

Year of Program in which Student is now Registered

Over four-fifths of the total student body surveyed at the five colleges indicated that they were enrolled in the first year of their program. There may be many reasons for this, probably the major one being the fact that only the first year of a university program was offered. However, it is also possible that such programs as high school only and some vocational programs were designed to be of only one year's duration.

CHAPTER V

ANALYSIS OF DATA AND DISCUSSION OF FINDINGS IN TERMS OF COLLEGE AND AGE OF THE STUDENTS

I. ANALYSIS OF THE DATA

Introduction

The distribution of full-time students attending the five Public Junior Colleges in Alberta according to college, age and selected characteristics is shown in Tables XLIII to LII. Each table provides information about the students in attendance at one of the colleges, showing the frequencies in each of the selected categories. This chapter is divided into two sections. The first section provides information on the distribution by age and then gives a description of the students in terms of age and the following characteristics:

1. Employment status (Tables XLIII - XLVII).
2. Last school grade completed (Tables XLVIII - LII).

The second section contains a discussion of the findings.

Distribution by Age

Tables XLIII to XLVII indicate that approximately two-thirds of the total number of respondents in the five colleges were found in the eighteen to twenty year age range. The tables also show that three-quarters or more of the students at Red Deer, Medicine Hat and Grande Prairie Junior Colleges were in the eighteen to twenty year age range whereas at Lethbridge and Mount Royal Junior Colleges, about 63.0 per cent of the students were in this age range. Furthermore, there were more students at the Lethbridge Junior College who were over thirty years of age than at the other four colleges combined.

Employment Status

Table XLIII, page 88, indicates that almost three-quarters (71.8%) of the students surveyed at Lethbridge Junior College were not employed and about one-quarter (25.1%) were employed less than thirty hours per week. There were seventy of the 222 students in the eighteen to twenty year age group, or about one-third, who were employed less than thirty hours per week, whereas there were only four of the forty-nine students over thirty years of age who were employed at all. Only eleven of the 355 students who responded to the question indicated that they were working more than thirty hours per week.

Over three-quarters of the respondents at Medicine Hat Junior College were not employed. Only three students indicated that they were employed more than thirty hours per week. Table XLIV, page 89, also indicates that none of the students seventeen years old or under were employed at all.

Table XLV, page 90, shows that 69.0 per cent of the students surveyed at Mount Royal Junior College were not employed and almost one-quarter (22.8%) were employed less than thirty hours per week. There were, however, sixty-eight of the 829 respondents who indicated they were employed more than thirty hours per week.

At the Red Deer Junior College, almost 90.0 per cent of the respondents were not employed. The distribution shown in Table XLVI, page 91, also shows only one student employed more than thirty hours per week.

Sixty-eight of the eighty-four students at Grande Prairie Junior College were not employed. Only four of the students were employed

TABLE XLIII

LETHBRIDGE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO EMPLOYMENT STATUS AND AGE

Age	Employment Status				
	Not Employed	Employed more than 30 hours per week	Employed less than 30 hours per week	Total	Percentage
17 or Under	4	1	3	8	2.3
18 to 20	148	4	70	222	62.5
21 to 25	43	2	14	59	16.6
26 to 30	15	2	0	17	4.8
Over 30	45	2	2	49	13.8
Total	255	11	89	355	
Percentage	71.8	3.1	25.1		100.0

TABLE XLIV

MEDICINE HAT JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO EMPLOYMENT STATUS AND AGE

Age	Employment Status				
	Not Employed	Employed more than 30 hours per week	Employed less than 30 hours per week	Total	Percentage
17 or Under	5	0	0	5	4.5
18 to 20	60	2	22	84	75.7
21 to 25	11	0	1	12	10.8
26 to 30	6	1	0	7	6.3
Over 30	3	0	0	3	2.7
Total	85	3	23	111	
Percentage	76.6	2.7	20.7		100.0

TABLE XLV

MOUNT ROYAL JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO EMPLOYMENT STATUS AND AGE

Age	Employment Status				
	Not Employed	Employed more than 30 hours per week	Employed less than 30 hours per week	Total	Percentage
17 or Under	12	2	2	16	1.9
18 to 20	376	29	123	528	63.7
21 to 25	147	15	56	218	26.3
26 to 30	18	10	6	34	4.1
Over 30	19	12	2	33	4.0
Total	572	68	189	829	
Percentage	69.0	8.2	22.8		100.0

TABLE XLVI

RED DEER JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO EMPLOYMENT STATUS AND AGE

Age	Employment Status			
	Not Employed	Employed more than 30 hours per week	Employed less than 30 hours per week	Total Percentage
17 or Under	11	0	0	11 9.5
18 to 20	80	0	9	89 76.7
21 to 25	8	0	2	10 8.6
26 to 30	3	0	1	4 3.4
Over 30	1	1	0	2 1.7
Total	103	1	12	116
Percentage	88.8	0.9	10.3	100.0

more than thirty hours per week. Table XLVII, page 93, indicates that a total of twelve students were employed less than thirty hours per week.

Last School Grade Completed

Table XLVIII, showing the distribution of students at Lethbridge Junior College by age and last school grade completed, indicates that about two-thirds (68.5%) of the students surveyed had completed grade twelve and another 16.1 per cent had completed grade eleven. There were nineteen students who had grade eight or less and of this number, twelve were over thirty years of age. Over four-fifths of the students in the eighteen to twenty year age group had completed grade twelve whereas less than one-fifth of the students over thirty years of age had completed grade twelve at the Lethbridge college.

Tables XLIX to LII show the distribution for the other four junior colleges. Over 80.0 per cent of the respondents at these colleges had completed grade twelve and over 95.0 per cent had completed grade eleven. Furthermore, most of the students surveyed at these colleges were between eighteen and twenty-five years of age.

Summary

More than 80.0 per cent of the full-time students who responded to the inventory were between eighteen and twenty-five years of age. About three-quarters of the respondents at the colleges were not employed and most of the remaining students who responded were employed less than thirty hours per week. Over 80.0 per cent of the students surveyed had completed at least grade eleven and over 75.0 per cent had completed grade twelve.

TABLE XLVII

GRANDE PRAIRIE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO EMPLOYMENT STATUS AND AGE

Age	Employment Status				
	Not Employed	Employed more than 30 hours per week	Employed less than 30 hours per week	Total	Percentage
17 or Under	8	0	0	8	9.5
18 to 20	54	4	10	68	81.0
21 to 25	4	0	1	5	6.0
26 to 30	0	0	0	0	0.0
Over 30	2	0	1	3	3.6
Total	68	4	12	84	
Percentage	81.0	4.8	14.3		100.0

TABLE XLVIII

LETHBRIDGE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO LAST SCHOOL GRADE COMPLETED AND AGE

Age	Last School Grade Completed						Total	Percentage
	12	11	10	9	8 or Under			
17 or Under	5	2	1	1	0		9	2.5
18 to 20	184	24	4	6	4		222	62.5
21 to 25	40	13	2	3	2		60	16.9
26 to 30	5	3	3	3	1		15	4.2
Over 30	9	15	5	8	12		49	13.8
Total	243	57	15	21	19		355	
Percentage	68.5	16.1	4.2	5.9	5.4			100.0

TABLE XLIX
MEDICINE HAT JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO LAST SCHOOL GRADE COMPLETED AND AGE

Age	Last School Grade Completed					
	12	11	10	9	8 or Under	Total Percentage
17 or Under	5	0	0	0	0	5 4.3
18 to 20	81	4	1	0	0	86 74.8
21 to 25	8	1	3	0	1	13 11.3
26 to 30	3	2	2	0	0	7 6.1
Over 30	1	0	2	0	1	4 3.5
Total	98	7	8	0	2	115
Percentage	85.2	6.1	7.0	0.0	1.7	100.0

TABLE L

MOUNT ROYAL JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO LAST SCHOOL GRADE COMPLETED AND AGE

Age	Last School Grade Completed						Total	Percentage
	12	11	10	9	8 or Under			
17 or Under	13	3	1	0	0		17	2.1
18 to 20	450	65	5	2	3		525	64.2
21 to 25	171	28	10	1	2		212	25.9
26 to 30	24	4	4	1	1		34	4.2
Over 30	17	6	3	3	1		30	3.7
Total	675	106	23	7	7		818	
Percentage	82.5	13.0	2.8	0.9	0.9			100.0

TABLE LI
RED DEER JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO LAST SCHOOL GRADE COMPLETED AND AGE

Age	Last School Grade Completed					
	12	11	10	9	8 or Under	Total Percentage
17 or Under	11	0	0	0	0	11 9.5
18 to 20	89	0	0	0	0	89 76.7
21 to 25	10	0	0	0	0	10 8.6
26 to 30	3	1	0	0	0	4 3.4
Over 30	0	0	0	1	1	2 1.7
Total	113	1	0	1	1	116
Percentage	97.4	0.9	0.0	0.9	0.9	100.0

TABLE LII
GRANDE PRAIRIE JUNIOR COLLEGE: DISTRIBUTION OF STUDENTS
ACCORDING TO LAST SCHOOL GRADE COMPLETED AND AGE

Age	Last School Grade Completed					
	12	11	10	9	8 or Under	Total Percentage
17 or Under	7	1	0	0	0	8 9.6
18 to 20	65	2	0	0	0	67 80.7
21 to 25	2	3	0	0	0	5 6.0
26 to 30	0	0	0	0	0	0 0.0
Over 30	2	1	0	0	0	3 3.6
Total	76	7	0	0	0	83
Percentage	91.6	8.4	0.0	0.0	0.0	100.0

II. DISCUSSION OF THE FINDINGS

Distribution by Age

Since about two-thirds of the 1495 respondents indicated that they were between eighteen and twenty years of age, it appeared that the junior colleges were serving a considerable number of students of post-secondary school age. In addition, some of the colleges were offering programs suited to part-time students as well as offering courses for large numbers of students in the evenings. However, no attempt was made in this study to determine the total number of students being served by the Alberta Public Junior Colleges. The officials from the colleges indicated that there were 2174 full-time students registered at the colleges at the time the survey was conducted. There were 15,221 diplomates in 1967¹ and this figure indicates that a large proportion of the potential junior college students were not attending the present institutions on a full-time basis. Furthermore, many of the students who were attending the junior colleges at the time the survey was conducted may have graduated from high school several years before they registered at the college. These figures indicate that there are many potential junior college students who could profit by attending a junior college, but are unable or unwilling to do so.

Employment Status

The data examined indicated that approximately three-quarters of the students surveyed were not employed at the time of the survey. Thus

¹Province of Alberta, op. cit., p. 73.

these students must finance their college programs through summer jobs, parents commitments, government grants or loans, or some other independent means. The employment status of students attending Alberta Public Junior Colleges was therefore quite different from the status of United States students attending similar institutions. Fisher reported that "about 70.0 per cent of the full-time junior college students hold full or part-time jobs while attending college,"² in the United States. There were several possible reasons why the majority of Alberta junior college students were not employed, and included among them could be such factors as scarcity of jobs, adequate family or governmental aid, low expenses because many students were living at home, and the programs being taken at college making it impossible for students to work. It might be possible, however, for more full-time students to attend the colleges if the courses were offered at various different times throughout the day and evening. Thus many more students would be permitted to hold full or part-time jobs and still attend junior colleges as full-time students.

Last School Grade Completed

As stated previously, most of the respondents attending the junior colleges had completed grade twelve and were between eighteen and twenty years of age. In addition many more had completed grade eleven and were trying to complete grade twelve. However, there were a number of students, especially at Lethbridge Junior College, who had only grade nine standing or less and of the forty students in this group, one-half

²Fisher, op. cit., p. 40.

were over thirty years of age. This fact would seem to indicate that if flexible entrance requirements were maintained and a wide range of programs offered, then the junior colleges could fulfill the educational needs of many older students as well as those between eighteen and twenty years of age. In addition, the junior colleges can play an important educational role in improving the educational standing of students who have been out of school for many years and who had not completed any high school program.

CHAPTER VI

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

A summary of the problem, procedure followed, and results obtained are presented in this chapter. The next section presents conclusions and implications which have emerged as a result of the information obtained in the study and, finally, recommendations for further study are presented.

I. SUMMARY

The Problem

The purpose of this study was to examine selected characteristics of full-time day students attending the five Public Junior Colleges in Alberta. The students were examined in terms of the college they were attending, college program, sex and age.

The Procedure

The inventory, which appears in the Appendix, was used to collect the information about the students. It was administered by officials at the five Public Junior Colleges during March and April, 1968. The information gathered was then tabulated using a cross-tabulation computer program. Frequencies of responses to items dealing with selected student characteristics were tabulated in terms of college, college program, sex and age.

The Findings

The data examined in Chapter III indicated that the majority of the students at the Public Junior Colleges were taking a university

program. Most of the students were Alberta residents. There were more males than females attending the colleges. The greatest number of students were between eighteen and twenty years of age. Most students had completed grade twelve. The major portion of the students had attended a high school having 400 or more students and had taken a matriculation program in high school. A large number of the students surveyed possessed university entrance requirements and many more had a standing just below that required for university entrance because of an average lower than 60.0 per cent.

Data in Chapter IV indicated that more than 80.0 per cent of the students attending the colleges were single. There seemed to be a wide variation among and within the colleges as to estimated costs of a year's attendance with some students estimating their costs at less than \$750 whereas others estimated their costs at over \$1500. About one-half of the non-diplomates had ninety-five or more credits which indicated that they were near attaining a high school diploma. The length of the program in which the students were enrolled varied considerably. At Red Deer, Medicine Hat and Grande Prairie, most of the students were in either a three- or four-year program. However, at Lethbridge Junior College there were more students in a program of less than one year than in any other category, whereas at Mount Royal Junior College about one-quarter of the students were in a program of less than one year, one-quarter in a two-year program and another one-quarter in a four-year program. About 80.0 per cent of the students attending the colleges were in the first year of their program.

The data examined in Chapter V revealed that about three-quarters

of the students surveyed were not employed and most of the remaining students worked less than thirty hours per week. It was also found that over 80.0 per cent of those responding had completed grade eleven and over 75.0 per cent had completed grade twelve.

II. CONCLUSIONS AND IMPLICATIONS

On the basis of the data presented in the study, the following conclusions and implications would appear to be warranted.

- (a) In order for the junior colleges to serve a broad range of student needs, a wide selection of programs with flexible entrance requirements is a necessity.
- (b) Since a fairly large number of students came more than 100 miles to the college they attended, many from outside Alberta, it would appear that the methods used to finance junior colleges and the concept of Junior College Districts should be examined thoroughly. In addition, the setting up of new Junior College Districts must be carefully investigated so that the educational needs of Alberta students can be met more fully. However, as the majority of the students who responded attended a college within 100 miles of their permanent residence, the setting up of new colleges in different areas of the province so that attendance areas of 100-mile radii include most potential students may be an objective to work toward.
- (c) The Alberta Public Junior Colleges appeared to be serving the needs of male and female students in an equitable manner.

Programs which do exist attract approximately equal numbers of both sexes.

- (d) As most of the students surveyed were high school graduates between eighteen and twenty-five years of age, it would seem that a considerable number of potential older students and those lacking high school background were not being reached by most of the colleges. This suggests that greater diversification of program is desirable, and more flexibility of entrance requirements should be developed. Moreover, scheduling of classes at times more suitable to those who are employed at jobs might attract more students.
- (e) Since there was such a wide variation in the estimated costs for a year's attendance, it would appear that a detailed investigation of student financing is a necessity in order to determine which students are most in need of financial assistance, and what the implications of student need may be for program operation.
- (f) There were over four-fifths of the full-time students who indicated that they were single. However, if suitable financing and accommodation were available, it might be possible to meet the educational needs of more married students.
- (g) The study indicated that three-quarters of the full-time students who responded were not employed. It might be possible, however, to attract more students if part-time jobs were available or scheduling classes so that students

could hold full or part-time jobs. This factor could have a bearing on the location of any future colleges as well as influencing the types of students who would be attracted to the colleges.

III. RECOMMENDATIONS FOR FURTHER STUDY

This study has focused on characteristics of students who attended the five Public Junior Colleges in Alberta. Further studies in this area could include:

- (1) A study on the success of students who have taken the university program at a junior college and then transferred to a university.
- (2) A detailed study of a high school community surrounding a junior college as to potential college students and those who actually enroll at a later date.
- (3) A comparison of results attained on grade twelve examinations by students attending Alberta High Schools and students attending Junior Colleges in the high school program.
- (4) A detailed study of student costs and sources of income.
- (5) An appraisal of guidance and counselling services in the junior colleges.
- (6) A longitudinal study of selected student characteristics to determine changes or trends in student populations at the junior colleges.
- (7) A study to determine the relationship of student needs and the development of programs at the junior colleges.

- (8) A study of the evening programs offered by the junior colleges and the characteristics of students who are enrolled in these programs.

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APPENDIX

POST-SECONDARY EDUCATION INSTITUTION
REPORT

This survey is being conducted jointly by two students in a graduate program in the Department of Educational Administration, University of Alberta, and the Office of the Board of Post-Secondary Education. Two purposes are expected to be achieved by the survey:

- (a) The graduate students will analyze the data and report the analysis to meet thesis requirements;
- (b) The Office of the Board of Post-Secondary Education will obtain descriptive data about the clientele currently being served by operating public post-secondary institutions.

Your assistance in completing this report showing the total number of full-time day students enrolled in each of the programs on the most recent date for which you have data in your institute or college, is appreciated. Please do not include students enrolled in apprenticeship courses.

This information is needed in order that we may compare total enrolments with student returns in the various programs.

POST-SECONDARY INSTITUTION REPORT

Date: College:

PROGRAMENROLMENT

1. High school program only.
2. Partial high school and partial university program.
3. University program only.
4. Vocational program or general.
5. Other programs not mentioned in 1, 2, 3, or 4.

POST-SECONDARY EDUCATION STUDENT SURVEY

This survey is being conducted jointly by two students in a graduate program in the Department of Educational Administration, University of Alberta, and by the Office of the Board of Post-Secondary Education. Two purposes are expected to be achieved by the survey:

- (a) The graduate students will analyze the data and report the analysis to meet thesis requirements;
- (b) The Office of the Board of Post-Secondary Education will obtain descriptive data about the clientele currently being served by operating public post-secondary institutions.

This inventory is being administered to all full-time day students attending the five public junior colleges, the three agricultural and vocational colleges and the full-time day students (other than those enrolled in the apprenticeship program) in the two institutes of technology in Alberta.

Your assistance in administering this inventory to your students is appreciated.

DIRECTIONS FOR ADMINISTRATION

1. This inventory is to be administered to all full-time day students in your classes.
2. Respondents are to use an ordinary HB pencil for marking the answer sheet.
3. There is no time limit involved in completing the inventory, but it will not normally take longer than 45 minutes.
4. Distribute the inventory to the students in your class. Answer any questions they may have about the Directions to Students or inventory items. Check to see that the students are recording their responses correctly. Collect the completed answer sheets and the inventory in separate bundles and return both to the central office of your college or institute. Please return these directions as well.

POST-SECONDARY EDUCATION STUDENT SURVEY

This survey is being conducted jointly by two students in a graduate program in the Department of Educational Administration, University of Alberta, and by the Office of the Board of Post-Secondary Education. Two purposes are expected to be achieved by the survey:

- (a) the graduate students will analyze the data and report the analysis to meet thesis requirements;
- (b) the Office of the Board of Post-Secondary Education will obtain descriptive data about the clientele currently being served by operating public post-secondary institutions.

This Inventory is being administered to all full-time day students attending the five public junior colleges in Alberta, the three agricultural and vocational colleges in Alberta and the full-time day students (other than those enrolled in the apprenticeship program) in the two institutes of technology in Alberta.

Data supplied will be described only for groups. No individuals will be identified. Names are not required.

Your assistance in responding to the items in the inventory is appreciated.

Directions to Students

1. All responses are to be recorded on the answer sheet. Do not write on the booklet.
2. Do not place your name at the top of the answer sheet.
3. For each question select the answer which best describes your situation and blacken the appropriate space on the answer sheet.
4. Do not give more than one answer for any one item.
5. Use an HB pencil to record your responses.
6. If you make an error and wish to change your answer, please be certain to erase your original mark completely.
7. Please return the unmarked booklet with your answer sheet to your instructor.
8. Some questions are not applicable to you. Please do not attempt to answer these questions.

.....

POST-SECONDARY EDUCATION STUDENT INVENTORY

1. If you attend a junior college, which one do you attend?
 - a. Grande Prairie Junior College.
 - b. Red Deer Junior College.
 - c. Mount Royal Junior College.
 - d. Lethbridge Junior College.
 - e. Medicine Hat Junior College.
2. If you attend an agricultural and vocational college or an institute of technology, which one do you attend?
 - a. Fairview Agricultural and Vocational College.
 - b. Vermilion Agricultural and Vocational College.
 - c. Olds Agricultural and Vocational College.
 - d. Northern Alberta Institute of Technology.
 - e. Southern Alberta Institute of Technology.

Personal Data

3. How far from this city or town is your permanent residence?
 - a. Within this city or town.
 - b. 1 to 25 miles.
 - c. 26 to 100 miles, but in Alberta.
 - d. Over 100 miles, but in Alberta.
 - e. Outside Alberta.
4. Why did you come to this institution?
 - a. It was near home.
 - b. The educational program was attractive.
 - c. Relatives or friends were in this city or town.
 - d. Entrance requirements suited your standing.
 - e. Other, which cannot be classified under a, b, c, or d.
5. Where do you now reside?
 - a. At home.
 - b. With relatives.
 - c. In a school residence.
 - d. Boarding, other than with relatives.
 - e. Light housekeeping (by yourself or with others).
6. What is your sex?
 - a. Male.
 - b. Female.

7. If you attend a junior college, what is your status according to the classification used by your college?
 - a. Resident student.
 - b. Non-resident student.
8. What is your age?
 - a. 17 or under.
 - b. 18 to 20 inclusive.
 - c. 21 to 25 inclusive.
 - d. 26 to 30 inclusive.
 - e. Over 30.
9. What is your marital status?
 - a. Single.
 - b. Married.
 - c. Widowed.
 - d. Divorced.
 - e. Separated.
10. How many children do you have?
 - a. None.
 - b. 1.
 - c. 2.
 - d. 3.
 - e. 4 or more.
11. What is your employment status?
 - a. Not employed.
 - b. Employed more than 30 hours per week.
 - c. Employed less than 30 hours per week.
12. For how long have you worked full-time since leaving high school?
 - a. Less than 1 year.
 - b. At least 1 full year, but less than 2.
 - c. At least 2 full years, but less than 3.
 - d. At least 3 full years, but less than 4.
 - e. Four full years or more.
13. What is the employment status of your spouse?
 - a. Not employed.
 - b. Employed more than 30 hours per week.
 - c. Employed less than 30 hours per week.

14. What is your estimate of the total cost of this year's attendance in this institution? (Include your personal expenses for such things as clothes, accommodation, tuition fees, books, etc.)
- \$750 or less.
 - \$751 to \$1,000.
 - \$1,001 to \$1,250.
 - \$1,251 to \$1,500.
 - Over \$1,500.
15. What is your estimate of your personal income during 1967, or if married, the income of you and your spouse combined?
- Under \$2,000.
 - \$2,000 to \$2,999.
 - \$3,000 to \$3,999.
 - \$4,000 to \$4,999.
 - \$5,000 or over.
16. What was the amount of financial assistance you received from any level of government during the 1967-68 academic term?
- None.
 - Less than \$100.
 - \$100 to \$499.
 - \$500 to \$1,000.
 - More than \$1,000.
17. Of the financial assistance you received from governments, how much must be repaid?
- None.
 - Less than \$100.
 - \$100 to \$499.
 - \$500 to \$1,000.
 - More than \$1,000.
18. What was the amount of financial assistance you received from friends and relatives during the 1967-68 academic term?
- None.
 - Less than \$100.
 - \$100 to \$499.
 - \$500 to \$1,000.
 - More than \$1,000.
19. Of the financial assistance you received from friends and relatives, how much must be repaid?
- None.
 - Less than \$100.
 - \$100 to \$499.
 - \$500 to \$1,000.
 - More than \$1,000.

20. If you are 25 or under, what is your estimate of your parents' yearly income?
- a. Under \$3,000.
 - b. \$3,000 to \$4,999.
 - c. \$5,000 to \$6,999.
 - d. \$7,000 to \$8,999.
 - e. \$9,000 or more.
21. If you are 25 or under, what is your father's occupation?
- a. Business man (own business or with company).
 - b. Farmer (tenant or owner).
 - c. Professional.
 - d. Clerical or sales personnel.
 - e. Other.
22. If you are 25 or under, what is your mother's occupation?
- a. Housewife.
 - b. Employed part-time.
 - c. Employed full-time.
 - d. Other.
23. What is the highest level of your father's education?
- a. Grade 9 or less.
 - b. Some or complete high school.
 - c. Business, technical, or trade training.
 - d. Some university work.
 - e. Not sure.
24. What is the highest level of your mother's education?
- a. Grade 9 or less.
 - b. Some or complete high school.
 - c. Business, technical, or trade training.
 - d. Some university work.
 - e. Not sure.
25. What was the last school grade you completed?
- a. 12.
 - b. 11.
 - c. 10.
 - d. 9.
 - e. 8 or under.

26. How far from this city or town was the last high school you attended?
- a. Within this city or town.
 - b. 1 to 25 miles.
 - c. 26 to 100 miles, but in Alberta.
 - d. Over 100 miles, but in Alberta.
 - e. Outside Alberta.
27. What was the combined enrolment in grades 10, 11, and 12 in the last high school you attended?
- a. 1 to 99 students.
 - b. 100 to 199 students.
 - c. 200 to 299 students.
 - d. 300 to 399 students.
 - e. 400 students or more.
28. How many years were you out of school before you entered the program you are now pursuing at this institution?
- a. None.
 - b. 1 to 3.
 - c. 4 to 7.
 - d. 8 to 12.
 - e. Over 12.
29. If you have a high school diploma, what type of program did you take in high school?
- a. Matriculation, 3 years.
 - b. Matriculation, 4 years.
 - c. Business Education.
 - d. Technical.
 - e. Other.
30. Which of the following best describes your present high school academic qualifications?
- a. University entrance requirements - a 60% average or better in 6 grade twelve departmental subjects including English 30.
 - b. University entrance requirements - 60% average or better in 5 grade twelve departmental subjects including English 30.
 - c. Almost matriculation - Credit in 5 or 6 departmental examination subjects but average less than 60.
 - d. High school diploma only - with one or more grade twelve marks under 50.
 - e. Neither high school diploma nor university entrance.

31. If you possess a high school diploma, what was your average mark in all grade twelve subjects? (Include both departmental examination and non-departmental subjects).
- a. H. (80% or over).
 - b. A. (65% to 79%).
 - c. B. (50% to 64%).
 - d. C. (40% to 49%).
 - e. Less than 40%.
32. In how many grade twelve subjects have you written departmental examinations?
- a. None.
 - b. 1.
 - c. 2, 3, or 4.
 - d. 5.
 - e. 6 or more.
33. In how many grade twelve departmental subjects did you achieve a mark from 40% to 49% inclusive?
- a. None.
 - b. 1.
 - c. 2, 3, or 4.
 - d. 5.
 - e. 6 or more.
34. In how many grade twelve departmental subjects did you achieve a mark of 50% or higher?
- a. None.
 - b. 1.
 - c. 2, 3, or 4.
 - d. 5.
 - e. 6 or more.
35. If you do not have a high school diploma how many high school credits do you possess?
- a. 50 or fewer.
 - b. 51 to 65.
 - c. 66 to 80.
 - d. 81 to 95.
 - e. Over 95.

36. If you do not already hold a high school diploma, do you plan to complete the requirements for a high school diploma?
- a. No.
 - b. Yes, this year.
 - c. Yes, next year.
 - d. Yes, after next year.
 - e. Undecided.
37. If you do not already hold a high school diploma how many of the courses you are registered in at this institution will be credited toward a high school diploma?
- a. None.
 - b. 1.
 - c. 2.
 - d. 3.
 - e. 4 or more.

Post-Secondary Education

38. What is the length of the program in which you are now registered?
- a. Less than 1 year.
 - b. 1 year.
 - c. 2 years.
 - d. 3 years.
 - e. 4 years or more.
39. In what year of the program are you now registered?
- a. First.
 - b. Second.
 - c. Third.
 - d. Fourth.
 - e. Other.
40. If the program you are enrolled in uses letters to designate the year of the program in what year of the program are you now registered?
- a. Year AB.
 - b. Year A.
 - c. Year B.
 - d. Year C.
 - e. Other, not mentioned above.

41. In what year did you first register in this institution?
- a. 1968.
 - b. 1967.
 - c. 1966.
 - d. 1965.
 - e. 1964 or earlier.
42. If you attend a junior college, in which type of program are you enrolled?
- a. High school program only.
 - b. Partial high school and partial university program.
 - c. University program only.
 - d. Vocational program.
 - e. Other.
43. If you attend an agricultural and vocational college, in which type of program are you enrolled?
- a. Diploma Course.
 - b. Certificate course.
 - c. Apprenticeship training program.
 - d. High school program.
 - e. Special program or other.

Future Plans

44. Are your future plans:
- a. To complete the present program and transfer to another educational institution?
 - b. To complete the present program and then to seek employment?
 - c. To seek employment before finishing the present program?
 - d. Undecided?
45. If you plan to transfer to another institution after completing your present program which type of institution do you plan to attend?
- a. Agricultural and Vocational College.
 - b. Institute of Technology.
 - c. Junior College.
 - d. University.
 - e. Other.

46. If you plan to transfer to a public junior college in Alberta after completing your present program, which one do you plan to attend?
- a. Grande Prairie Junior College.
 - b. Red Deer Junior College.
 - c. Mount Royal Junior College.
 - d. Lethbridge Junior College.
 - e. Medicine Hat Junior College.
47. If you plan to attend an institute of technology after completing your present program, which one do you plan to attend?
- a. Northern Alberta Institute of Technology. (N.A.I.T.).
 - b. Southern Alberta Institute of Technology. (S.A.I.T.).
 - c. Other.
48. If you plan to attend an agricultural and vocational college after completing your present program, which one do you plan to attend?
- a. Fairview Agricultural and Vocational College.
 - b. Vermilion Agricultural and Vocational College.
 - c. Olds Agricultural and Vocational College.
 - d. Other.
49. If you plan to attend a university after completing your present program, which one do you plan to attend?
- a. University of Alberta (Edmonton).
 - b. University of Calgary.
 - c. University of Lethbridge.
 - d. Other, in Canada.
 - e. Other, outside Canada.
50. If you attend N.A.I.T. which division are you enrolled in?
- a. Technology Division.
 - b. Business Education and Vocational Division.
 - c. Industrial Division.
 - d. Other, not mentioned in a, b, or c.
51. If you attend S.A.I.T. which division are you enrolled in?
- a. Technology Division.
 - b. Cultural Division.
 - c. Applied Arts Division.
 - d. Trade Division.
 - e. Extension Division or other not mentioned in a, b, c, or d.

If you attend N.A.I.T. or S.A.I.T. then for items from 52 to 66 mark the one space on the answer sheet which names the program in which you are enrolled.

- 52.
 - a. Advertising Art.
 - b. Aeronautical Engineering Technology.
 - c. Agricultural Mechanics.
 - d. Air Conditioning and Refrigeration Technology.
 - e. Aircraft Maintenance Technology.
- 53.
 - a. Applied Art and General Crafts.
 - b. Architectural Technology.
 - c. Automotive Service Technology.
 - d. Banking Program.
 - e. Biochemical Technology.
- 54.
 - a. Biological Sciences Technology.
 - b. Business Administration.
 - c. Chemical Operations Technology.
 - d. Chemical Research Technology.
 - e. Chemical Technology.
- 55.
 - a. Civil Technology.
 - b. Commercial Baking.
 - c. Commercial Cooking.
 - d. Commercial Sign Writing Program.
 - e. Computer Technology (or Electronic Data Processing).
- 56.
 - a. Dental Assisting Program.
 - b. Dental Laboratory Technology.
 - c. Diesel Mechanics (or Heavy Duty Diesel Mechanics).
 - d. Dietary Service Technology.
 - e. Dining Room Service.
- 57.
 - a. Distributive Technology.
 - b. Drafting Technology.
 - c. Electrical Technology.
 - d. Electronic Technology.
 - e. Exploration Technology.
- 58.
 - a. Fine Art.
 - b. Fine Art Sculpture.
 - c. Forest Technology.
 - d. Gas Technology.
 - e. Graphic Arts Administration.
- 59.
 - a. Heavy Duty Equipment Technology.
 - b. Host-Hostess Short Course.
 - c. Hotel, Motel and Restaurant Administration.
 - d. Industrial Production Technology.
 - e. Instrumentation Technology.

- 60.
 - a. Journalism Administration.
 - b. Library Arts.
 - c. Manufacturing Technology.
 - d. Materials Technology.
 - e. Mechanical Technology.
- 61.
 - a. Mechanical Design Technology.
 - b. Medical Laboratory Technology.
 - c. Medical X-ray Technology.
 - d. Merchandising Administration.
 - e. Millwork and Carpentry.
- 62.
 - a. Office Machine Mechanics.
 - b. Petroleum Technology.
 - c. Photographic Technology.
 - d. Planning Technology (Urban and Regional).
 - e. Plastics Technology.
- 63.
 - a. Pottery and Ceramics.
 - b. Power Engineering Technology.
 - c. Radio and T.V. Technician Program.
 - d. Recreation Facility Technology.
 - e. Respiratory Technology.
- 64.
 - a. Secretarial Arts or Technology.
 - b. Sewing Crafts.
 - c. Short Order and Specialty Cooking.
 - d. Social Service Technology.
 - e. Structural Technology.
- 65.
 - a. Surveying Technology.
 - b. Telecommunications Technology.
 - c. Television, Stage and Radio Arts.
 - d. Welding Courses.
- 66.
 - a. Other program not mentioned in items 51 to 65.

SCHOOL																						
Last		First		Middle			NAME OF TEST															
Years		GRADE		BOY (Circle)	GIRL (One)	DATE	Day	Month	Year													
1	2	3	4	5	51	A 1	B 2	C 3	D 4	E 5	101	A 1	B 2	C 3	D 4	E 5	151	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	52	A 1	B 2	C 3	D 4	E 5	102	A 1	B 2	C 3	D 4	E 5	152	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	53	A 1	B 2	C 3	D 4	E 5	103	A 1	B 2	C 3	D 4	E 5	153	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	54	A 1	B 2	C 3	D 4	E 5	104	A 1	B 2	C 3	D 4	E 5	154	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	55	A 1	B 2	C 3	D 4	E 5	105	A 1	B 2	C 3	D 4	E 5	155	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	56	A 1	B 2	C 3	D 4	E 5	106	A 1	B 2	C 3	D 4	E 5	156	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	57	A 1	B 2	C 3	D 4	E 5	107	A 1	B 2	C 3	D 4	E 5	157	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	58	A 1	B 2	C 3	D 4	E 5	108	A 1	B 2	C 3	D 4	E 5	158	A 1	B 2	C 3	D 4	E 5
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1	2	3	4	5	62	A 1	B 2	C 3	D 4	E 5	112	A 1	B 2	C 3	D 4	E 5	162	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	63	A 1	B 2	C 3	D 4	E 5	113	A 1	B 2	C 3	D 4	E 5	163	A 1	B 2	C 3	D 4	E 5
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1	2	3	4	5	65	A 1	B 2	C 3	D 4	E 5	115	A 1	B 2	C 3	D 4	E 5	165	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	66	A 1	B 2	C 3	D 4	E 5	116	A 1	B 2	C 3	D 4	E 5	166	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	67	A 1	B 2	C 3	D 4	E 5	117	A 1	B 2	C 3	D 4	E 5	167	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	68	A 1	B 2	C 3	D 4	E 5	118	A 1	B 2	C 3	D 4	E 5	168	A 1	B 2	C 3	D 4	E 5
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1	2	3	4	5	70	A 1	B 2	C 3	D 4	E 5	120	A 1	B 2	C 3	D 4	E 5	170	A 1	B 2	C 3	D 4	E 5
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1	2	3	4	5	72	A 1	B 2	C 3	D 4	E 5	122	A 1	B 2	C 3	D 4	E 5	172	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	73	A 1	B 2	C 3	D 4	E 5	123	A 1	B 2	C 3	D 4	E 5	173	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	74	A 1	B 2	C 3	D 4	E 5	124	A 1	B 2	C 3	D 4	E 5	174	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	75	A 1	B 2	C 3	D 4	E 5	125	A 1	B 2	C 3	D 4	E 5	175	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	76	A 1	B 2	C 3	D 4	E 5	126	A 1	B 2	C 3	D 4	E 5	176	A 1	B 2	C 3	D 4	E 5
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1	2	3	4	5	82	A 1	B 2	C 3	D 4	E 5	132	A 1	B 2	C 3	D 4	E 5	182	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	83	A 1	B 2	C 3	D 4	E 5	133	A 1	B 2	C 3	D 4	E 5	183	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	84	A 1	B 2	C 3	D 4	E 5	134	A 1	B 2	C 3	D 4	E 5	184	A 1	B 2	C 3	D 4	E 5
1	2	3	4	5	85	A 1	B 2	C 3	D 4	E 5	135	A 1	B 2	C 3	D 4	E 5	185	A 1	B 2	C 3	D 4	E 5
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1	2	3	4	5	100	A 1	B 2	C 3	D 4	E 5	150	A 1	B 2	C 3	D 4	E 5	200	A 1	B 2	C 3	D 4	E 5

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